

THE AMERICAN School Board Journal

Founded March, 1891, by WILLIAM GEORGE BRUCE

Volume LXX, No. 2

FEBRUARY, 1925

Subscription, \$3.00 the Year



Knocking at the Door.

School Board Membership

An Opportunity for Constructive Leadership or a Temptation to Destructive Meddling

Peter Ronalson.

The average American school board member is a man of high ideals of public service. In the vast majority of cases he is on the school board, not to serve selfish purpose of his own, but because he believes that by membership on the school board he can render a useful service to the children and taxpayers of his community. No other branch of our local government handles more money in a year than does the school board, and still we find none that is more free from the breath of suspicion as far as the handling of funds is concerned. With the largest payroll of any department of American municipal government, there is none from whose appointments the taint of political influence is more conspicuously absent. It is fortunate for America that the direction of its schools is largely in the hands of men and women who are on the school boards of the Nation because they want to make the schools in their charge as good as the means at hand will permit.

Unfortunately the high purposes actuating our board members often fail of complete realization because certain board members or groups of board members have a mistaken idea of the scope of their powers and duties. Certain essential principles must be observed in the administration of a school system. If these are violated, the best of intentions on the part of the school board will not direct the school system to its greatest usefulness.

Some school board members, for instance, think that it is the function of the school board to exercise direct supervision of the school system. They believe that by virtue of election to the board of school directors they have become qualified to select textbooks, prepare courses of study, supervise the work of the teachers, boss the janitors, purchase school supplies, and manage the ventilation of the schoolhouse. Fortunately or unfortunately these things are the work for experts, and should be attempted only by men and women definitely trained and equipped by experience for such tasks. It would be fully as reasonable to expect members of the city council to prepare blueprints and specifications for paving contracts and municipal pumping stations as to expect school boards to perform technical tasks such as those I have mentioned. School board members, instead of fooling themselves into thinking that they are experts in these lines, should engage an expert, some one trained in school administration, to do this work and then set themselves up as judges of the results.

The function of the school board is to frame the educational policies for its community, and then to see that these policies are carried into effect. It is extremely doubtful if any permanent good has ever resulted from individual board members going into the schools and as individuals meddling with the school system. The better plan is to hire a capable superintendent, the best man available, and then give him the fullest possible amount of backing and cooperation. If he makes errors of policy or mistakes in judgment, the board should point them out to him, the board should lay down the fundamental policies which it wants him to follow, and it should make him responsible for the results. If the superintendent is not running the school system as the board feels that it should be run, the board should not run it for him, but should let him go, and find a

man who can run their school system in accordance with their ideas.

One of the pet delusions of the American public seems to be that board members are supposed to step in and mess into the direct administration of the schools. We hear honest, well-meaning men and women of seemingly ordinary intelligence in other affairs advocating the election of retired men of all sorts to the school board on the ground that such men have the time to look after things. It is true, of course, that some of our most useful board members are men who have retired from the active management of their own business. These *useful* retired men are not meddlers, however, but men who render the schools the same service that they render banks and other corporations who are fortunate enough to have them on their directorates. They lend the weight of their mature judgment and valuable experience to the guidance of the men who are actively in charge of affairs. Their breadth of view and kindly counsel often guard the active executive, whether he be bank cashier or school superintendent, from mistakes due to his narrower and more technical viewpoint, but they do not interfere with his work. Retired men of this type are badly needed on our school boards, but a retired man who has nothing to do but tinker with the actual administration of the schools had better be left in private life.

Likewise certain worthy citizens seem to think that any person who has ever taught school is *a priori* fitted thereby to become a member of the school board, not only fit to become a board member but ready to step in and

supervise the work of the teachers. Here, again, there are numerous retired teachers who are valuable school board members, but they are not making themselves useful by going into the classrooms and telling the teachers what to do and how to do it. There is no more troublesome type of board member at large than the one who taught school once upon a time, numerous years ago, who has not recovered from the fact, and has made no attempt to keep up with educational progress since leaving the profession.

Some years ago, an unusually public-spirited woman acted as the clerk of the school board in my old home city. Her integrity was unquestioned, and I doubt if ever before or since, that community has had a member of the school board who has had the welfare of the schools more at heart. Still, her very zeal because it was directed into the wrong channels, often hurt the schools, she loved, more than it helped them. She insisted that every student who had been absent or tardy must obtain an excuse from her before being readmitted. The teachers had to make detailed reports of their lesson plans and attendance to her at the end of every month, and the janitor had to go to her for instructions every week-end. All this meant a tremendous tax on her nervous energy, and what little benefit the school may have received from her activities was more than offset by the inconvenience it caused to every one concerned. Furthermore, she had had no training in school supervision, and I really think that the supervision she exercised, well meant as it was, really hurt our school more than it helped it. How much better it would have been if she had directed that wonderful enthusiasm of hers toward the framing of broad and adequate educational policies for the community and the inspiration and encouragement of the superintendent.

Homogeneous Grouping and Parallel Courses of Study

H. C. Storm, Batavia, Ill.

All of the surveys now in print show that we have in all school systems a great number of average pupils. In some cases as high as fifty per cent of the children are older than they should be for their grade. In Batavia, as a result of the giving of intelligence tests, we found children in the same grade of the same chronological age who differed as much as four years in mental age. The same condition prevails in practically every school system where careful tests have been given.

These facts make it evident that a more careful classification and more accurate grouping of school children is necessary. It is obvious that a teacher can not expect to get identical results from children who are four years apart in mental ability.

The results of our present plan of endeavoring to feed all children the same course of study are several. The most obvious one is the retardation of the slower pupils. This retardation, in many cases, leads to elimination, so that in many schools not more than fifty per cent of the children who enter the first grade finish the ninth grade. Another result, even if the child of slow development remains in school, is the mental depression that comes from being at the foot of the class. The boy gets to looking upon himself as a numbskull and loses self-respect. A more serious result is the lack of development of these slower pupils through a lack of participation in the recitation. We

develop through our own activity and not through the activity of our neighbor. No matter how careful a teacher is to endeavor to draw out the slow pupil, the brighter pupils are bound to do most of the work in the class recitation.

And the disadvantages of this heterogeneous grouping of fast and slow pupils, together with the single diet for all, are not all to the detriment of the slow pupil. The brighter and more precocious pupil suffers also. He wastes time and develops lazy habits. He also learns to think of himself more highly than he ought to think, because of lack of competition.

The slow child becomes discouraged, reticent, half-hearted in his work, lacking in habits of doing work well. If he gets a passing grade he is satisfied. The quicker child learns slovenly habits of thinking and slipshod methods of work. He also becomes self conscious and lazy.

And with all of this there is another serious result; namely, the effect upon the overburdened teacher who is worrying her head off in attempting to do the impossible and because she knows she is bound to have a large bunch of flunkers.

The remedy for this, as I see it, is homogeneous grouping of pupils within each grade into three groups—a fast, a middle, and a slow group—and in having three courses of study for these three groups. This is the plan we are

(Concluded on Page 154)

Malapportionment: Its Symptoms and Causes, and the Remedy

Charles Carroll, Esq., Providence, R. I.

One of the most perplexing problems of efficient administration of public education from the state point of view is apportionment of state appropriations which are distributed to municipal school units, whatever the local organization may be—county, town, township, or district. In part the difficulty has arisen from a misconception of the legal relation between state and local unit, and a failure to recognize and to define accurately the joint and several obligations of either and both with reference to public education. In large part, also, state legislation dealing with appropriations and apportionment has accepted a fundamental original error resting upon the misconception noted, and modifications of plans for apportionment, from time to time as made, have ignored the error while attempting to avoid or to alleviate its consequences. In this respect educational statesmen and educators have been like medical doctors in the past, basing diagnosis and treatment upon symptoms, until such time as scientific research discovered the nature of disease itself, and permitted and devised more rational procedures.

The essential purpose of any plan for apportioning general state support for education by way of distributing appropriations from the general treasury should be twofold; viz., the equalization of educational opportunities, so that every child, wherever he may reside within the commonwealth, shall have a reasonably equal and fairly equitable opportunity to receive the education common to all; and, secondly, the equalization of the burdens of taxation for the support of schools imposed upon property and taxpayers. Any system that fails to approximate attainment to both elements of the twofold purpose is unsatisfactory and unjust, both to children and to taxpayers. Most state systems fail to approximate either element, in spite of so-called equalization, special aid and emergency measures; hence the perplexing situation confronting educators. Hence, also, the dissatisfaction with many systems, and in many instances reasonable complaint of injustice by parents of children neglected, and by persons who realize the inequitable distribution of the tax burden.

The Original Errors

It is interesting to note that the earliest state-wide American educational legislation incorporated the original error of ignoring an obligation for public education broader than that of the municipality, and that the second piece of state-wide legislation incorporated a plan for the support of education that was as inequitable as the provision for education made by the law was inequitable for children. When the Great and General Court of the Colony of Massachusetts, in 1642, ordered town selectmen to see that parents and masters provided for the education of their children to the extent of teaching them to read and understand the principles of religion and the capital laws of the country, and to engage in some suitable employment, it ignored a public obligation complementary and supplementary to the parental obligation to educate. When the same legislative body in 1647 ordered elementary schools for towns of fifty householders, and grammar schools additional for towns of one hundred families or householders, it attempted to avoid imposing an unreasonable tax burden upon communities of smaller size than one hundred families or fifty families, as the case might be, and at the same time established in law a most

glaring inequality of educational opportunities for the children and youth of the colony. Children and youth so fortunate as to select parents or masters who lived in populous towns of one hundred families or more, might aspire to elementary education and secondary education, the latter, as described in the ordinance of 1647, suitable to fit them "for the university;" children who lived in communities including fifty to one hundred families might receive an elementary education equivalent to learning to read and write; while for children living in communities of less than fifty families no education at all was contemplated. The Massachusetts town records, and the records of the Great and General Court, to which complaint frequently was made that the law was being avoided or violated, indicate that few towns did more than the minimum required by law, and that some failed to do even so much as the ordinance stipulated. The germ of the disease of faulty apportionment appears, therefore, in the earliest American school legislation.

A more truly American type of school law than might reasonably be expected of the Massachusetts Puritan theocracy was the Rhode Island free public school law of 1800, actually the first of its kind—that is to say, the first piece of educational legislation enacted in America providing for a state-wide system of free public schools, organized, established, maintained, supported and controlled exclusively by public authority, and providing for a distribution of the burden of support betwixt state and municipality. The Rhode Island statute of 1800, in order to establish definitely in each particular instance the obligation of the municipality, stipulated the number of schools to be maintained by the town, and the minimum length of the school year, which was fixed for each town, but variable from town to town. The law provided for the support of the new school enterprise by public taxation in towns and districts, the district system being optional, and for state support through remission of taxes imposed by the state upon the towns. Not exceeding \$6,000 might be distributed in any year from the state treasury, the town share not to exceed twenty per cent of the town tax paid to the state. This law did aim to provide education with public tax support for all children in all parts of the state, although it also contemplated educational inequality in the variable length of school year. It assumed an equitable distribution of the annual appropriation in a return to communities proportional to the contribution by taxes made by the several towns.

While generally there is a reasonable correlation between tax valuation and population, and the tax income and numbers to be educated, valuation and tax income both being higher or lower in proportion to congestion or scattering

of population, an apportionment based upon taxable wealth, as was the Rhode Island apportionment of 1800, is subject to the criticism that it fails signally to attain a fundamental purpose of state aid, and that is assisting communities in proportion to their needs rather than in proportion to their resources. An apportionment in proportion to tax income is an apportionment in proportion to resources, and inversely in proportion to needs. Again, the Rhode Island plan of 1800 ignored the facts that education costs more per capita in small schools than in large schools, and that large and small schools are distributed relatively in close correlation to congestion and scattering of population. In other words, the small school and high per capita cost are usually to be found in the community with small population; and here also the burden imposed upon the taxpayer for the support of reasonable school facilities, if not alleviated by support from the general treasury, is larger than in the instance of the larger school in the compactly settled community. Rhode Island, in its next plan for apportionment, abandoned taxable property as the base and substituted an approximation to school population.

The Real Cause of the Trouble

It is comparatively an easy matter to criticize any plan for apportionment that has been tried out seriously by one or more American states. Most educators who are familiar with problems of administration are familiar also with the details. Many careful studies have been made of plans for apportionment in operation, all emphasizing failures. In most instances simple ratios for apportionment based on single measures have been abandoned for more complicated ratios based upon a combination of measures. Rhode Island, for example, after trying out an apportionment based on population, and later on school population, introduced the school as a unit or the number of teachers as a complementary basis for apportionment. Again, Rhode Island, still striving for an equitable adjustment, introduced the plan of making particular appropriations for particular purposes, and distributing these as reimbursement for part of town expenditures, with limitations upon the maximum amount per school or teacher or per town that might be apportioned in any instance. The experience of other states has been similar. There has been a consistent and continuous striving for an equalization of school opportunities and an equalization of school tax burdens, but the remedies applied to the treatment of inequalities as they appeared have almost invariably dealt with the symptoms. Progress has been made, but the patient—in this instance, the state school system—has continued to ail, his sickness has assumed the nature of a chronic affliction, and he never has attained that completely satisfactory condition that may be called good health. What is the real nature of the disease, and wherein lies the remedy?

For the disease we shall coin the name "malapportionment," combining the familiar prefix derived from the Latin word for bad or ill, with the equally familiar English-Latin derivative commonly used to indicate the allocation of money with reference to settled base or ratio. In this respect we are following medical practice, as evidenced by the word "malnutrition." There is a more than superficial resemblance in these terms; for, as malnutrition may indicate



either a want of sustaining and nourishing food or the use of food that ordinarily is nourishing but is not nourishing in particular instances because of special circumstances that affect and control secretion, chemical change in the process of digestion, absorption and metabolism, so "malapportionment" may mean want of sustaining and effective support from the state, or support so allocated as not to accomplish the most essential purposes of state aid in particular instances. The symptoms of the disease "malapportionment" are inequality of educational opportunities for children, depending upon residence, and inequality in tax burdens, as indicated by widely varying rates of taxation for school support among the municipalities that cooperate with the state in maintaining public schools.

One of the most significant causes of malnutrition is ignorance of food values as measured by general application to nourishment and as indicated by failure to select nourishing foods for consumption, or, in particular instances under circumstances that point to individual variations from normal digestive functioning, ignorance as measured by what commonly is called, subjectively, "disagreement," or as measured objectively by weight, strength, blood pressure, chemical reaction of excretions, soundness of wind, evenness of heartbeat, vigor, color of blood corpuscles, etc. The most significant cause of "malapportionment" is also ignorance—principally ignorance resting upon failure to recognize the relation of municipality and state in sharing an obligation to provide education, and this ignorance, so far as it affects the organization of public education particularly, goes back almost to the beginning of things. For the United States it originated in the Eastern section, and the heresy has accompanied the public school system as it has been carried westward in the westward expansion from the Atlantic coast. It is akin to and allied with that misconception of the government of the United States that interprets the Union of States as arising from the initiative of the States, whereas a scientific analysis of our constitutional system will demonstrate the primacy of the Nation, which has created the States and given them all the powers and functions that states may exercise. Carried down to the governmental organization within the States, the heresy pictures the States as evolved from the combination of local communities, whereas from the purely legal point of view the States are primary and supreme, and the counties, towns, townships and districts within are municipal corporations created by the States, and exercising most of their functions as agents for the States. This legal relation of state and municipality, in which the state appears as principal and the municipality as agent, is clearly recognized in law. So far as the municipality acts as agent for the state and as an agent exercises a function imposed upon it by mandatory requirement, the municipality is no more liable in tort than the state itself would be if the state itself, instead of by agent, were directly exercising the function. This legal conception must be taken into consideration as a basis for a readjustment of apportionment that will cure "malapportionment."

The Cure of Malapportionment

As a matter of legal understanding the common designation of state appropriations for allocation to towns as "state aid" should be abandoned for the term "state support," which is more accurate. The public schools are, from the legal point of view, state schools, established and maintained in part by municipalities as agents of the state under direction by the state. The duties of the agents are defined by the principal in the laws that provide for the estab-

lishment, administration and support of schools. In the instance of Massachusetts in 1642 and again in 1647 the state, or colony, ordered its municipal agents to direct education and to establish schools, and imposed the burden of support upon its agents. In the instance of Rhode Island in 1800, the state, as principal, directed its municipal agents to establish and to maintain schools, but, in recognition of its own primary obligation as principal, assumed a part of the burden assessed as not exceeding \$6,000 annually. Practice generally has followed these early precedents. States, in many instances, have at first had the appearance of avoiding responsibility by passing permissive school statutes rather than mandatory statutes, and for this reason the responsibility and right of priority of the municipality has loomed up larger than the state responsibility and right, until in the evolution of satisfactory state systems mandatory legislation has replaced permissive legislation. An untoward effect of this historical development has been the apparent loss, in many instances, of appreciation of the true legal relation, and in many instances the term "state aid" for "state support" has had the justification of what appeared to be actual practice. It is time that this heresy, however deep-seated, should be eradicated, and that states should, in view of the legal relation, resume their primary rights as principals, and also the obligations that are consistent with the position of principal. From this point of view a state has a right to allocate the support of public schools as it will, and to define the obligations of municipalities in terms consistent with the relation of principal and agent. Moreover the state as an all-powerful principal, so far as it may create and destroy agent-municipalities, and so far as it may define the functions of its agents, both in terms of powers and duties, is bound by common justice to make the allocation equitable. Again, the state, as the repository of the functions of protecting common rights and promoting public welfare, and particularly of exercising the social duty of the people to educate the children of the rising generation in order to secure for posterity the benefits of liberty, is bound by common justice to make the provision for education equitable and to make the burden of its support equitable also.

Approximating Equality by Taxation

There is, obviously, only one human way in which the burden of supporting education may be made equitable, and that is by an approximation to equality in taxation. Equality of taxation may be attained, even in instances in which taxes for the support of schools are levied and collected by more than one agency. If schools are supported partly by county, town, township or district taxes, and partly by state appropriations, equality of taxation is secured if the sum of local tax rate or local tax rates plus state tax rates is the same throughout the state, and this may be attained by fixing by statute level school tax rates within the municipal subdivision; for all such municipalities, and by establishing also a uniform state tax rate for school purposes. As a preliminary to such an arrangement, it is true that some provision must be made for reasonably uniform valuations throughout the state, else a selfish municipality may attempt to avoid a fair share of taxation by maintaining a low standard of valuations, fair as between individual taxpayers within the municipality, but unfair as it affects the incidence of taxation throughout the state as a whole, but this is a minor detail in a comprehensive plan for reform that need occasion little difficulty. As a matter of fact, many states already have in operation devices for equalizing valuations, and the principles for

enforcing fair valuations are thoroughly familiar to state tax officers.

The results of uniform taxation will bring to municipalities revenues for school support not at all correlated, by approximation to general ratio, to the cost of maintaining schools. In well-populated communities, it is quite likely that the tax rate considered fair as the base for uniform levies will produce a revenue abundant for its purposes, and that additional support from the state treasury will be wholly unnecessary. Indeed, it will be found in actual practice that most large cities are at the present time supporting excellent public school systems at rates of taxation for schools somewhat lower than the average rate of taxation for the same purpose prevailing within the state as a whole; and this is one of the most weighty pieces of evidence that tend to prove the inequality of present state systems—that large cities at low rates of taxation support excellent schools, whereas other municipalities support mediocre or poor schools with great difficulty, in spite of the fact that tax rates for schools may be several times larger than tax rates in cities. In other words, the city taxpayer at low cost gets the advantage of excellent school opportunities for his own children or the children in which he, as a member of the community, has a public social interest, whereas a taxpayer much more heavily burdened gets a school system offering vastly inferior educational opportunities.

On the other hand, in municipalities in which the population is scattered and in which, consequently, property values are smaller because of the smaller social increment or rental value, and in which because of the nature of the population, classes are smaller and per capita cost of instruction higher—in communities in which all educational principles affecting economy and cost appear to work inversely as compared with operation in compact cities—the uniform municipal tax rarely will produce a revenue approximately adequate for the support for schools. These are the municipalities that should receive support from the state; these are the agents assigned to difficult territory who have a right to say to the state as principal, "You have assigned us a task that primarily belongs to you, and which is out of proportion to the resources that have been assigned to us in a division of territory and resources for which you are responsible exclusively"; for the state creates municipalities and defines their boundaries. The obligation of the state with respect to these municipal agents is to supplement revenues derived from local taxation by apportionment from the general treasury of an amount in each instance sufficient to enable the municipality to maintain schools of a quality established as standard by the state.

Equalizing Burdens and Opportunities

It so happens that the device—equal municipal tax rates and a general state school tax levied at equal rates in all municipalities—that will solve the problem of equalizing the burden of school support is also the device that will solve the other problem—that of equalizing school advantages and opportunities. Until the state assumes its share of responsibility for equal educational opportunities and actually sets up the taxing machinery through which every municipality may be assured of abundant school money, without for and by itself assuming tax burdens out of proportion to its resources, the state may not insist absolutely upon equality of educational opportunity; but when the state has put into operation a plan that will assure ample revenues for schools, it may guarantee equal educational opportunities, and with appeal to justice and fairness enforce uniformly high standards of excellence in all the schools that are part of the state municipal sys-

tem, wherever located. Then, and not until then, will educational inequality be banished, and every child assured of a fair and equitable opportunity to make in public schools such preparation for adult citizenship as is consistent with democratic ideals.

It is reasonable to expect also many other reforms in present school practices that will tend to improve schools. As an instance, the marked disparity between high and low salaries paid to teachers in the same school system would tend to disappear quickly if there were, through the operation of a plan for reasonably equal support, practically equal amounts available for salaries in all communities. Teachers need not fear the levelling process, however, for it would most likely be a process of levelling up, rather than a levelling from the top downward. Standard salaries could not possibly fall below the general average. Again, the equalization of salaries would naturally tend to produce an equalization of standards for the preparation of teachers. The condition that prevails at present generally; namely, that city schools command the services of the best teachers, other conditions not operating to offset economic tendencies, and that rural schools must be content, as a rule, with teachers with little or no preparation, would tend to disappear, as the rural community was assured of school money sufficient to offer teachers salaries approximately equal to those offered by cities. And this also would be for the benefit rather than the detriment of teachers; for it would tend to emphasize the value of professional training as a preparation for an occupation that offered abundant opportunity for employment at attractive remuneration. Again, rural communities with ample resources, need no longer be content with mediocre or make-shift supervision. In this particular the state, because of its much stronger position with reference to control of school revenues, would be entitled to insist upon adequate supervision; but the town wish and the state right here should operate along lines to produce harmonious action toward the improvement. With respect to sanitary standards in schools, wholesome conditions affecting health, adequate supplies of textbooks and other auxiliaries of good instruction, advance over present conditions might reasonably be expected. The discussion of by-products of equalizing educational opportunities and educational burdens in this paragraph is suggestive only, rather than exhaustive. More, much more, reasonably might be anticipated.

Statewide School Motive

There remains for consideration the matter of motivation—a consideration of which has in all time past been an obstacle to and a standing bugbear to progressive action. As we have builded our economic and industrial and business and commercial life upon the practically unrestricted operation of the acquisitive instinct of man—that subtle but significant impulse that arouses ambition and carries man on and on through rivalry and strife to victory and from victory to conquest—so we have in large part depended for the efficiency of our educational systems controlled by municipalities upon a group of somewhat similar social instincts, such as local pride, municipal rivalry, emulation, community spirit, love of youth, racial interest in posterity, realization of the responsibility of the generation for the time being in control to the rising generation and to posterity, etc. And we have sometimes, no doubt, hesitated to take action that might endanger forces so vital and significant. In planning consolidation of schools, for instance, we have tried not to neglect local community interest or to undermine a community life by removing from its neighborhood so important an

agency of communal society as the public school. We may, perhaps, fear that the shifting of responsibility for its schools somewhat from the municipality to the state may tend to subliminate or destroy municipal initiative or municipal interest, or any one or all of those finer social instincts that have been helpful in the development of our public school system. The answer to such fear, if it were well founded, would be that the operation of these very instincts practically with little or no restriction has produced the inequality of educational opportunity and that inequality of the burden of supporting public education which are at present symptoms of the most perplexing difficulties in administration—symptoms of a most serious disease afflicting our educational enterprise.

But the fear is not well founded; it rests essentially upon an assumption that in the shifting of the burden of supporting schools there is to be a general release. The assumption is not fairly warranted. As a matter of fact, the amount of money needed to support schools will not be reduced, and the tax burden imposed on property and taxpayers, direct or indirect, will remain the same in amount, although the distribution of the load will be more nearly equal and equitable. No community will be relieved altogether of its obligation to support education by paying taxes; on the other hand, instead of paying one general tax for schools applied mostly for the support of the local establishment in which he ought to be interested through propinquity if for no other reason, the taxpayer will pay two school taxes, one for the support of public schools in the municipality and the other for the support of schools throughout the state generally.

In other words, so far from being released from obligation for school support, the municipality through the taxpaying citizens will have at once a thoroughly new educational interest, and it will be a wholesome interest as it affects the schools and the children of the whole state. Citizens of cities now somewhat selfish because the social instincts have been developed largely along the line of rivalry, will in the practice of paying taxes assessed for the purpose of supporting the state's educational enterprise learn in experience a new lesson of patriotism of the practical kind that functions in a wholesome interest in a larger community.

And rural taxpayers, too often envious of educational opportunities freely offered in cities but denied their own children, too often soured and sometimes mean in their consideration of pro-

positions to assure sufficient revenues for local schools because of the incidence of taxation heaped on until it hurts, too often disgruntled because they know that in spite of effort and self-sacrifice the local school is still far inferior to the school in a neighboring community not far distant that has sufficient taxable resources to support a good school, should under conditions of equalization of tax burdens for schools and equalization of opportunities for education, find in the new system abundant suggestions and stimuli for an entirely new view of education. Indeed, the rural outlook upon education should be completely changed. The people of the countryside of scattered homes, who now find the support of public schools an inequitable burden may come to view "that which is now considered a tax * * * as an alleviation of one of the heaviest burdens put upon them."

It is reasonable to expect that there may be a new birth of social instincts now neglected, and that a rivalry based on excellence of quality may replace a rivalry that is at the present time far too likely to be based upon quantity. It does not follow that schools will be reduced to a dead level of standard mediocrity, which is a rather common criticism of most attempts to make public agencies truly democratic; for it is to be noted that equalization applies to the education common to all, that is, for most states, elementary and secondary education. There will be no effective reason for limiting public school programs to elementary and secondary schools, and no effective reason why a community, after assuring for its children equitable opportunities for the education common to all, may not enrich the curriculum, extend education to higher institutions, or carry on any project that appeals to it as a proper exemplification of a genuine interest in education. In other words, the program of equalization does not contemplate abandonment of those very significant advance programs that still are helpful in blazing new trails for public school education. Equalization applies to the core, not to the larger program that a municipality may assume voluntarily.

The state owes it to itself to inaugurate measures that will assure equal and equitable educational opportunities in the field of the education common to all; and for its citizens and taxpayers it is under obligation to equalize as far as it is possible and practicable, the burden of supporting so much of public education as is mandatory.

Sundry Reflections, Sage and Otherwise

Peter Ronalson.

There are no trifles in the day's work of a school superintendent. He handles other people's money, and he is responsible for the welfare of other people's children. To neglect any little detail of either function is about half as safe as pounding carpet tacks with a stick of dynamite.

Once I let a boy play in a high school football game in spite of the fact that I knew his parents objected. He broke his collar bone in that game; I hunted a new job the next spring.

There are thirteen thousand seven hundred forty-nine ways of losing out in a school superintendency. One of the surest is to try to make the town over to suit your ideas.

The board member who used to be a teacher may make a pretty fair board member in spite of it, if he forgets that he ever knew anything about teaching.

It is a wise school superintendent who respects the judgment of the board member who

makes him squirm, as much as he does that of the one who pats him on the back.

People who dislike children always buy a house across the street from the schoolhouse.

The first week he is in town some people tell the new schoolmaster that he is a real schoolman, a tremendous improvement over his predecessor; they are the same people who move heaven, earth, and the lower regions to get him out of town the following spring.

Men who get on the school board because they have an axe to grind should get it in the neck.

I have a strong sense of professional interest, but I generally listen to the bookman's gossip before I examine his wares.

When the parents of the new student inform me, "He is a very good boy, but most teachers find it so hard to understand boys," I find it hard to keep my eyes off the rubber hose.

St. Louis' New Salary Schedule

T. E. Spencer, Assistant Superintendent of Schools.

Teachers and school officers throughout the United States will rejoice to learn of the forward step taken by the St. Louis board of education by adopting without change the new salary schedule of teachers and employees of the instruction department, providing for substantial increases in salaries to be received by experienced and efficient teachers. The example of St. Louis will serve to check efforts that are being made by some reactionaries throughout the country to reduce salaries to the former low level of the pre-war period, and will encourage the friends of public education everywhere to go forward in their movement to inform the public concerning the justifiable causes of increasing costs of public schools.

The action of the board of education is the result of a long campaign by Superintendent John J. Maddox to secure for the St. Louis teachers a higher salary schedule. For more than a year Superintendent Maddox has given special attention to the problem of teachers' salaries. He has directed studies made by his Division of Tests and Measurements, and published the results of their investigations in the "St. Louis Public School Messenger" for June, 1924. That report showed the present position of St. Louis among other large cities with respect to school salaries. The report did not undertake to show what school salaries St. Louis ought to pay, but merely to make a necessary starting point for any revision of the existing salary schedule.

That report was distributed widely throughout the community, was discussed by teachers, and by school and welfare organizations, and by the public press of the city. In the report comparison was made between the salaries St. Louis teachers received in 1924 and in 1914, as measured by the purchasing power of the dollar in those years. The report clearly shows that it would take \$1.70 in 1924 to buy a corresponding value of food, clothing and shelter that \$1.00 would purchase in 1914, and that, while teachers' salaries had been increased in St. Louis during the ten-year period, nevertheless, the teachers were paid relatively less in 1924 than they were paid in 1914.

While submitting to the board of education the findings of that report, the superintendent called particular attention to certain tables in it showing maximum salaries paid teachers of outstanding ability, experience and training in St. Louis and in other large cities, together with his conclusion that "the St. Louis teacher, whether in the kindergarten, elementary, or high school cannot hope under the present schedule to attain a salary commensurate with many other cities, even though her preparation be exceptional and her service of outstanding character. The same may be said of principals, assistant superintendents and others."

Higher Maximum for Experienced Teachers

In harmony with the conviction expressed in his report of June, 1924, the superintendent presented to the committee on instruction of the board of education in December of this year a salary schedule built upon the old schedule but planned to equalize the opportunity of the experienced and efficient teachers of St. Louis to attain a maximum salary comparable with the salary paid such teachers in other large cities of this country where costs of living and scholarship requirements are similar to such conditions in St. Louis.

After carefully considering the proposed salary schedule offered them by the superintendent and forecasting the probable increases in costs to the school system for several future years as a result of the adoption of this salary

schedule, the board of education of the city of St. Louis has accepted the recommendation of the superintendent and adopted his salary schedule without a single alteration.

The salary increases in the new salary schedule in general preserve the same ratios that have existed between the several ranks of teachers in the old schedule, but provide higher maximum salaries which will be reached in four years by automatic annual increases, and will be as follows:

For kindergarten and elementary	from \$2100 to \$2700
For junior high school.....	from \$2600 to \$3200
For senior high school.....	from \$3200 to \$4000
For professors in teachers' colleges	from \$4000 to \$5000
For principals of elementary "A" class schools.....	from \$4000 to \$5000
For principals of intermediate schools (junior high)....	from \$4500 to \$5500
For principals of senior high schools	from \$5000 to \$6000
For district superintendents	from \$4500 to \$6000
For assistant superintendents	from \$6000 to \$8000
This represents an increase of more than 25	

Salary Determination in Saginaw Schools

Superintendent Harold Steele.

For the past four years the determination of teachers' salaries in the Saginaw (Michigan) West Side schools has been based largely upon a schedule, or rather three schedules, which have attracted some attention. The theory has been that the value of a teacher's service to a school district depends upon three varying factors. These three factors consist of:

First, in the teacher's educational preparation for her work;

Second, in the extent of her teaching experience up to a certain limit; and

Third, those personal attributes and characteristics which tend to make her desirable or undesirable regardless of her education and experience.

The schedules are based further on the theory that a teacher's salary should not vary with the grade of pupils she happens to be teaching. The schedule provides that a first grade teacher may receive the same salary as an eighth grade teacher or a teacher of any other group in the school system. This tends to eliminate the feeling sometimes held that a teacher in one grade is superior to a teacher in another grade.

per cent in the maximum salaries paid the teachers of the St. Louis public schools.

The salary schedule that now is put into effect in St. Louis places that city in the forefront of cities in this country with respect to school salaries. The only city with higher maximum salaries is New York City where expenses of living are much higher than in St. Louis.

The salary schedule carries out the principle of equal pay for equal service regardless of sex that has been in operation in St. Louis for many years. It also applies equally to negro teachers and principals, and also to negro instructors in the summer teachers' college. The constitution of the state of Missouri requires the schools for white and for colored children to be conducted in separate buildings, and that negro children shall be taught by teachers of their own race. This requirement raises problems of administration and of school costs that are not presented to school authorities where children of all races attend the same schools.

The board of education of the city of St. Louis is thus meeting its school problems wisely and courageously under the leadership of Superintendent Maddox, whose wisdom, tact and courage are clearly indicated in the successful accomplishment of his plans for advance in public education.

The schedule requires, also, that teachers should be rated. This rating is done by the building principal who does no teaching and, is therefore, primarily a supervisor of instruction. Various rating sheets have been of considerable help but no one sheet has been adopted or adhered to. Besides the rating of the teachers by the principals they are also rated by the district supervisor of instruction. These two different ratings are turned over to the superintendent of schools, who gives personal attention to doubtful cases. As a result of the ratings a list of the teachers in each building is compiled with the names arranged in such order that the name of the most valuable teacher heads the list, the name of the teacher considered second in value follows and so on down until at the end of the list is the name of the teacher considered of least value to the school district. This list is then divided into three parts as nearly equal in size as possible. Those teachers whose names appear in the upper third have their salary increase determined largely by salary schedule No. 1, those in the middle third

(Concluded on Page 154)

SAGINAW UNIT SALARY SCHEDULE—No. I

For Superior Teachers

Upper One-Third

Years of College or Normal Work.....	2	2½	3	3½	4	4½	5	5½
Years of Experience								
0	\$1200	\$1250	\$1300	\$1350	\$1400	\$1450	\$1500	Maximum
1	1300	1350	1400	1450	1500	1550	1600	
2	1400	1450	1500	1550	1600	1650	1700	
3	1500	1550	1600	1650	1700	1750	1800	
4	1600	1650	1700	1750	1800	1850	1900	
5	1700	1750	1800	1850	1900	1950	2000	
6	1800	1850	1900	1950	2000	2050	2100	
7								

SAGINAW UNIT SALARY SCHEDULE—No. II

For Strong Teachers

Middle Third

Years of College or Normal Work.....	2	2½	3	3½	4	4½	5	5½
Years of Experience								
0	\$1200	\$1250	\$1300	\$1350	\$1400	\$1450	\$1500	Maximum
1	1275	1325	1375	1425	1475	1525	1575	
2	1350	1400	1450	1500	1550	1600	1650	
3	1425	1475	1525	1575	1625	1675	1725	
4	1500	1550	1600	1650	1700	1750	1800	
5	1575	1625	1675	1725	1775	1825	1875	
6	1650	1700	1750	1800	1850	1900	1950	
7								

SAGINAW UNIT SALARY SCHEDULE—No. III

For Average Teachers

Lower Third

Years of College or Normal Work.....	2	2½	3	3½	4	4½	5	5½
Years of Experience								
0	\$1200	\$1250	\$1300	\$1350	\$1400	\$1450	\$1500	Maximum
1	1250	1300	1350	1400	1450	1500	1550	
2	1300	1350	1400	1450	1500	1550	1600	
3	1350	1400	1450	1500	1550	1600	1650	
4	1400	1450	1500	1550	1600	1650	1700	
5	1450	1500	1550	1600	1650	1700	1750	
6	1500	1550	1600	1650	1700	1750	1800	
7								

"Some Economic Implications of the Single Salary Schedule"

Elmer H. Staffelbach, Stanford University, California.

Until recently it has been the universal practice to pay somewhat higher salaries to high school teachers than to elementary school teachers. This practice has been justified on the ground that requirements for teaching in the high school have been higher than the requirements for teaching in the grades. At present it is being proposed to make the salaries of elementary school teachers equal to the salaries in the high school, provided, of course, that the elementary school teachers meet the training requirements set for high school teachers.

On the face of it, this single salary schedule seems to provide a satisfactory arrangement. Few people will deny that the service rendered by the elementary school teacher is as important to society as that rendered by the high school teacher. Few will deny that the work of the elementary school teacher is as difficult as the work of the high school teacher. Why, then, should not the elementary school teacher receive a salary equal to that of the high school teacher? The matter is thus reduced to a basis of simple moral justice.

Moral justice, however, is a matter which usually has two sides. In this case there is the side of the employee—the teacher—which we have just presented. There is also the side of the employer—society—which some of the proponents of the single salary schedule seem to have overlooked. What will a single salary schedule mean to society?

The Meaning to Society

In the first place, it will mean, probably, an increased expenditure of public money. There may be some doubt of this, as will be shown later in this paper. But the program of the proponents of the single-salary schedule certainly involves large increases in expenditures for instruction.

Let us estimate the increase in the cost of salaries involved in the single-salary schedule in one state, if all the elementary teachers in that state were to take advantage of the opportunities which the single-salary schedule would offer them. In California, in the year 1921-1922, there were employed in the public schools as follows:

14,476 elementary school teachers at an average salary of.....	\$1570
6,140 high school teachers at an average salary of	2178
1,526 elementary school principals at an average salary of.....	1710
354 high school principals at an average salary of	3224
495 elementary school district superintendents at an average salary of.....	2825

Now, if we institute the single-salary schedule, the elementary school teachers will receive salaries equal to the salaries of high school teachers. The salaries of elementary school principals will certainly have to be increased, or else they will resign and accept teaching positions. The district superintendents will expect some increase, surely. The elementary school principals, in 1921-1922, received an annual average of \$140 more than the elementary school teachers. If that advance is maintained, and if the salaries of elementary school district superintendents are increased to equal the salaries of high school principals, the increases in expenditures for teachers' and administrators' salaries under the single-salary schedule will read as follows:

Number of Individuals	Position	Increase per Individual	Total Increase
14,476	Elementary school teachers	\$515.....	\$8,902,740
1,526	Elementary school principals	515.....	785,890
495	Elementary district superintendents	399.....	197,505
Grand total increase.....			\$9,886,135

Under the single-salary schedule, as planned, the annual increase in expenditures for salaries in one state alone would be nearly ten million dollars. This sum does not include the increased cost to society involved in providing from one to three years of advanced professional training for fourteen thousand elementary teachers.

The Return to Society

The people of California would probably be willing to spend ten million dollars more per year for instruction than they spent in the year 1921-1922, provided they could see an educational need of such increased outlays. This brings us to the question, What will society receive in return for such an increase in expenditure of public money? Here we have the matter of moral justice from a slightly different angle. Will society get a return commensurate with the increased outlay involved in the single-salary schedule? In other words, will the elementary school teacher, by meeting the requirements for teaching the high school, become a better elementary school teacher? Will her increased efficiency as an elementary school teacher be sufficient to warrant the necessary increase in expenditures on the part of society?

Moral justice will usually be found on the side of economic justice. Economic justice demands a fair exchange of values between contracting parties. The college graduate employed at day labor is not morally justified in demanding remuneration commensurate with his training, for the reason that there is no economic justification for his making such a demand. To rightly expect such remuneration, he must first get into a field of work where he can render to his employer some of the fruits of his training.

The writer is not prepared to say that the elementary school teacher will not be greatly improved as an elementary school teacher by meeting the present requirements for teaching in the high school. He is, however, willing to admit that he has grave doubts in the matter. It is possible that this matter might be definitely settled by careful study and experimentation. In the absence of conclusive evidence, the matter must be settled—as society usually settles its problems—by opinion.

The Training Needed by Teachers

For the purpose of arriving at something approaching a consensus of opinion among school administrators, a questionnaire was submitted to experienced school superintendents. Replies were received from thirty superintendents in twelve different states. The questionnaire con-

cerned the amount of scholastic training considered necessary for teaching in the elementary school, the junior high school, and the high school. The superintendents were requested to state their opinions of the amount of such training which would constitute the "minimum essential of training," "fully adequate training," and "the ideal maximum training." The results of the questionnaire were as follows:

Certainly, this is but a rough method of estimating the amount of training necessary for teaching. It is based entirely upon opinions; opinions, however, that are founded upon experiences of men in actual school administrative work. As may be seen by the above table, whether we proceed on the basis of "minimum essentials," "fully adequate training," or the "ideal maximum of training," the relative amounts for each type of teacher are approximately the same. It is true that in the last column, which gives the amount of training necessary to constitute the "ideal maximum of training" for teachers in the three types of school, the differences are somewhat smaller than those in the other two columns. But even in the last column, the average is still somewhat less for the elementary school and the junior high school than for the high school.

The Adequate Training

For the purpose of this study we will use the figures of the second column, which give the range and average of opinions among the thirty school superintendents concerning the amount of scholastic training necessary to fully adequate preparation for teaching in the three types of schools. The average superintendent considers, then, three years of scholastic training above the high school to be adequate preparation for the elementary school teacher, and four years of such training to be adequate for teaching in the junior high school. For teaching the high school, five years of scholastic training above the high school is considered adequate.

If the returns from this questionnaire are to be taken as indicative of facts, concerning the amount of training necessary to the teacher, we may draw some conclusions regarding the single-salary schedule. In the first place, it appears that the amount of training necessary to the elementary teacher is one year less than the amount needed by the junior high school teacher, and approximately two years less than the amount necessary to the high school teacher. In other words, more than three years of training beyond the high school does not add materially to the teaching success of the elemen-

THE OPINIONS OF THIRTY SCHOOL SUPERINTENDENTS CONCERNING THE AMOUNT OF TRAINING BEYOND THE HIGH SCHOOL NECESSARY FOR TEACHERS

	Minimum essentials of training		Fully adequate training		Ideal maximum training	
	Range	Mean	Range	Mean	Range	Mean
Elementary school	1 to 4 years	2.0	2 to 4 years	3.0	2 to 7 years	4.0
Junior high school.....	2 to 5 years	3.0	3 to 5 years	4.1	4 to 7 years	4.7
Senior high school.....	4 to 5 years	4.1	4 to 5 years	4.7	5 to 7 years	4.9

tary school teacher, although another year of training is of value to the junior high school teacher, and another additional year is of value to the high school teacher.

If this be true, why should society place a premium upon advanced training for the elementary school teacher? Why should society pay a teacher, or any one else, for that matter, because he or she has acquired a certain amount of training over and beyond that necessary to the work he or she is doing? It is not done in any other line of endeavor. We do not pay the dentist an additional fee because he has been trained for the law; neither do we think of remunerating the merchant for the time and money he may have spent acquiring a knowledge of medicine. Society has the right to demand a return on its investment, whether that investment be for education or for something else.

The writer does not wish to be misunderstood in this matter. He is by no means opposed to increases in salaries for elementary school teachers. It is probably true that elementary school teachers are underpaid in a great many places. If such be the case, injustice is being done them, and their salaries should be raised. But such increases in salaries should not be justified on the ground that their present salaries are less than the salaries of high school teachers. Rather let the increases be justified on the ground of the services rendered.

Consequences of Single Salary Schedules

Of course, the single-salary schedule can be provided for without necessarily involving increased expenditures on the part of the public; and although this latter method does not seem to be the plan of the present proponents of the single-salary schedule, it may be well to consider it and the probable consequences of its adoption. If the single-salary schedule be instituted, and if the expenditures for instruction be not increased, the leveling of elementary and high school salaries will have to be accomplished by

lowering the salaries of high school teachers. This method will result in a small gain for the elementary school teacher at the expense of the high school teacher.

Using again the figures for the year 1921-1922 in the state of California, let us see what the average result would have been if the salaries of elementary school teachers had been made to equal the salaries of high school teachers, and if the total expenditure for instruction had remained what it actually was in that year. In the year named there were 20,616 elementary and high school teachers in California. They received a total of \$36,100,240 in salaries, an average, on the basis of equality, of \$1,751 per teacher. For the elementary school teacher this would represent an average increase of \$1,751 minus \$1,570 = \$181. But for the average high school teacher it would mean an average decrease of \$2,178 minus \$1,751 = \$427.

Of the two possible means of financing the single-salary schedule, which is more likely to be employed? As a matter of fact, the movement in the direction of the innovation is too young to permit of a judgment based upon actual facts. In all likelihood, however, there will be a tendency to employ both methods by increasing to some extent the total expenditure for instruction and at the same time reducing to some extent the average salary of the high school teacher. In a great many places the costs of education are already looked upon as burdensome. Great increases in the educational budget are not likely to meet with public favor. Therefore, the superintendent and the board, in introducing the single-salary schedule, will in all probability find it necessary to gradually trim the salaries of high school teachers. As the leveling process continues, such a city will find itself bidding for high school teachers against other cities that can afford to offer more because they pay their elementary school teachers less, with the prob-

able result that the character of the instruction in its high school will be lowered out of proportion to the gain in the elementary school.

The Leveling Down Process

After the single-salary schedule has been in operation in a city system for a number of years, and after the leveling process has been completed, the effects will probably be a slightly increased cost per pupil for instruction, a slightly increased average salary per elementary school teacher, and a considerably decreased average salary per high school teacher. The first of these effects will not be serious; the city will still be receiving more than its money's worth. The second effect will, no doubt, be gratifying as well as productive of good results; for elementary teachers will have approached a little more nearly to a professional wage. The last effect mentioned above, the reduction in high school teachers' salaries, may be and probably will be more far-reaching in its results. If the single-salary schedule is adopted in a relatively few cities, the instruction in the high school of those cities will suffer, owing to somewhat inferior teachers and, also, owing to a dearth of men teachers. If, however, the single-salary schedule is adopted generally, the result will probably be a gradual exodus of men from the teaching profession.

Conclusion

Beyond a doubt the salaries of elementary school teachers are, in many places at least, unjustly low. Whether or not the differences existing between the salaries of high school teachers and the salaries of elementary school teachers are greater than they should be, the writer makes no attempt to say; but it is his opinion that to increase the one at the expense of the other will ultimately result in harm rather than good. Finally, a single-salary schedule, placing elementary and high school teachers upon an equal salary basis, is economically unsound.

The Adjustment of Teachers' Salaries

Isaac O. Winslow, Superintendent of Schools, Providence, R. I.

Among the most perplexing problems in school administration are those relating to salaries of teachers. After sufficient money has been secured for the purpose through persistent publicity campaigns, the difficulty for those who are responsible for the proper distribution of the money among the teachers of various groups and grades is often appalling.

In the affairs of private business the law of supply and demand is largely operative. An employer pays the salary that it is necessary to pay to secure such an employee as he desires. If a better one can be secured for the same salary or for a higher salary, there is no restriction against a change. Promotion and advancement in salary are usually upon the basis of merit and efficiency. When large numbers of men and women are appointed to render public service, and especially a service so vitally important and so intimately related to the people of the community as is the education and training of their children, certain tendencies and influences enter into the problem that interfere with the ordinary effects of supply and demand.

The protection of teachers in their positions by laws relating to contract, tenure, etc., are fostered and welcomed by educational authorities because it contributes to the tendency to make the calling a profession and is often necessary for personal justice and the public welfare in general, although it sometimes operates in opposition to the best individual service.

Agitations over adjustments in salary schedules have mostly related to three questions:



1. The adjustment of relative salaries for different grades, or classes of schools in the system.

2. Differences between salaries of men and women.

3. Adjustment in salaries from year to year or from time to time, after entrance into the service.

The proper settlement of these questions, according to the principles of supply and demand, or according to the actual public service that is rendered, is involved in several peculiar difficulties. Foremost among these is the fact that the value of the work performed by teachers is not so easily and correctly judged as is that of those engaged in most other occupations. Under the peculiar conditions, also, it is difficult to obtain broad and unbiased opinion and judgment. There is the psychological principle of personal interest that influences the will

and prevents a fair perspective of both sides of the question. The public will often more readily respond to an appeal to sentiment than to sound reason.

The most striking plan for the settlement of the first of the above questions, that has been adopted by a few communities, is for the adoption of a "flat" or uniform schedule, as far as variation in the departments or grades is concerned, basing discriminations in salaries, not upon the positions held or the nature of the work done, but upon educational preparation and attainment as indicated by certificates for courses taken, diplomas of graduation, and university degrees. According to this plan a teacher of very young children might receive a higher salary than a teacher of high school seniors if she held a higher academic degree. It is easy to understand that such a scheme may be very comfortable for the administrators of the system. The certificate of academic attainment is definite and automatically determines the salary. No troublesome questions can arise in the application of the rule. But there are serious questions that should be considered from an outside standpoint. Will the method stand the test of searching criticism?

The plan is defended on the ground that a teacher of young children needs as thorough preparation for the work and as much ability as a teacher of older pupils. Relatively this is doubtless true. Teachers of young children need as thorough preparation to teach young

children as do high school teachers for their work; but the necessary preparation in the two cases is of a different kind, and the special abilities required are different. It might be well if all teachers of the youngest children could be university graduates, but it is not necessary, and it is necessary for most high school teachers to have the higher educational preparation. In most communities it is much easier to secure teachers who can do good work with young children, at lower salaries, than it is to find equally satisfactory teachers for older children, at higher salaries.

The strongest objection, however, is in the fact that too great relative importance is attached to general education. Often a teacher of high scholarship is a pronounced failure. The situation is created in which a poor teacher with high scholastic degrees may receive a higher salary than an excellent teacher without them.

A campaign for equal salaries for men and women has been earnestly conducted in recent times, with success in many cities. It is to the advantage of the promoters of the cause that they have most of the theoretic arguments in their favor. The trend of modern civilization is in the direction of equality. The proposition that a woman should be paid as much as a man for a piece of work done equally well makes a strong appeal to both sentiment and reason. It seems just. It sounds democratic, and in accordance with American principles. In theory the argument is convincing and unanswerable.

While the overwhelming nature of such arguments may sweep officials off their feet, a careful and critical analysis of the matter will lead to a pause. It is undoubtedly true that women are more naturally adapted to the training of children than men are. In other words, in an average group of women there will be a greater number of naturally good teachers than will be found in the same number of average men. The operation of economic and social conditions in recent times has called into other fields many of the young men of ability who might otherwise have joined the ranks of teachers. These two facts have created a condition that must be placed in practical opposition to the theory of equal salaries. The law of supply and demand produces a situation that renders it necessary and proper to regard salaries for women and salaries for men as distinct propositions. On the one hand, for the reasons explained, a large majority of the teaching force must and should consist of women. They should receive sufficient salaries. If their salaries are not sufficient, they should be made sufficient. If it is necessary or advisable to employ a few men also, as is generally conceded, and the market price of the services of satisfactory men teachers is higher than the market price of equally satisfactory women teachers, then it is necessary either to accept unsatisfactory men at the salary that is sufficient for satisfactory women, or to offer a somewhat higher salary for satisfactory men.

The third question, in some respects the most troublesome of all, relates to the principles, or restrictions, that should govern the increase of salary during service. In this matter the educational world has passed through a long period of dissatisfaction and experimentation.

A recent questionnaire upon the subject of salaries of high school teachers, sent to the larger cities of the country, brought forth an unusual number of personal letters from the superintendents indicating their intense interest in the matter. Many of them freely admit that the final solution has not yet been reached, although many claim that their own plans seem to be necessary or the most practicable in view of the conditions.

The question asked and a summary of the replies are as follows:

"What restrictive conditions are placed upon the annual increase in the salaries of your high school teachers to the highest maximum?"

Summary of Replies

	Number of Cities
Automatic. Dismissal for inefficiency.....	11
Annual election. Teachers dropped if unsatisfactory	3
Teachers subject to promotional examinations at two points.....	1
Annual increase granted on recommendation of superintendent and other officials.	20
Increase omitted if services are unsatisfactory	3
All teachers definitely rated.....	3
Grouped, or graded, with numbers in higher grades limited. Promotion according to rating.....	3
Increase conditional upon university study..	2
Extra maximum salary for special study and merit	10

Theoretically, and according to sound business principles, an increase in salary ought to correspond with an increase in the value of the service rendered. If the annual increase is unconditionally automatic and uniform, an incentive to effort is eliminated. It seems absurd to permit the poorest teacher to advance to the highest salary equally with the best teacher. On the other hand, a plan to make the increase conditional upon effort and success involves the difficulty of securing just and satisfactory discrimination.

The most comfortable way is to promote all teachers automatically. It is easy to say in defense of this plan that teachers who are not good enough to deserve promotion should be discharged; but that is only a makeshift and a specious solution of the problem. Teachers are not so easily discharged as are employees in most other occupations. The law that protects teachers against improper antagonistic influences, incidentally often renders so much evidence and publicity necessary, in connection with the proposition to discharge a teacher, as to prevent action except in extreme instances. The difference between an excellent teacher and one who barely escapes discharge is so wide that the promotion of all equally, without restraint, is contrary to sound principles and has a tendency to lead to inefficiency.

On the other hand, an undertaking to make close numerical distinctions and ratings will

usually lead into endless trouble and dissatisfaction. Such an effort has the support of reasonable theoretic arguments, and may spring from a desire to do justice. The objection is that it requires greater care and more thorough and extensive supervision than most school departments are able to provide. Teachers cannot be properly judged on the basis of written examinations or brief personal interviews or visits. It is necessary to know them from extended acquaintance and experience. It is also important to have the combined or average judgment of a number of competent critics, who know them and are thoroughly familiar with their work. The lack of a sufficient number of supervising officials for the performance of this duty may be a confession of weakness. Doubtless, the interests of efficient management and the most profitable expenditure of educational funds would call for a sufficient increase in the supervising force of many large school systems to render it practicable to secure reasonably reliable judgment upon the value of the services of every teacher.

Until such a thorough supervision can be secured it appears to be the wisest course to fall into line with the practice into which experience has led a large number of cities, by making all promotions and advancements in salaries subject to the recommendations of superintendents. This means, of course, that superintendents will call to their aid assistants, supervisors, and principals, as far as possible, in support of the judgment to be rendered. In practice it, of course, means that a large majority of the body of teachers will be regularly advanced. Usually the promotion of only a few is questioned, and upon these special attention is concentrated. Although the method leads to practical discrimination in only a few instances, it provides a check upon all teachers by reminding them that the increase in salary is supposed to be granted in consideration of efforts to give more valuable service. It maintains a relationship in which superintendents may indicate, without embarrassment, the expectation that teachers will always be on the alert to inform themselves and to keep themselves in line with educational improvements. Under this plan the majority of teachers, who are always faithful, will have nothing to fear, while those who need the critical discrimination will realize the force of it.

The Equal Pay Question in New York

A Study of the Subject Presented by a Superintendent to His Board of Education

The equal pay law applicable to the compensation of teachers passed by the legislature of New York state has created a school administrative problem which is difficult of solution. Superintendent Henry D. Hervey of Little Falls, N. Y., who has made a thorough study of the subject adds: "Back of this immediate problem, however, lies a far more fundamental problem; namely, the relation of the sexes in all phases of human activity, industrial, economic, domestic, social."

An analysis of the subject proposed by Superintendent Hervey for his board of education is also submitted to his fellow superintendents throughout the state for study and criticism. In doing so he says:

What Is the Social Whole?

"This is a large problem and must be dealt with in a large way. It demands a philosophy of life, or at least as near an approach to such a philosophy as we are capable of making. The following are a few of the many questions that must be answered, not superficially or from the standpoint of immediate personal interest, but fundamentally from the standpoint of the general welfare:

"What is the social whole? Is it made up of mutually complementary parts, each incomplete in itself, finding its completeness only in union and cooperation; or is each part complete in itself, an end in itself, the highest welfare of

each to be gained through antagonism rather than through cooperation? Is the goal of 'sex equality,' so-called, in reality the submergence, or the complete elimination of sex differences, as the logic (if any) of some advocates of sex equality would seem to imply?

"To what extent, by what means, and at what cost can sex equality be attained, if at all? Can, for instance, the inequality of paternity and maternity be removed, by law or otherwise?

"Do differences in function offer a safe guide as to the spheres of human activity? Has 'equal pay for equal work' a sound philosophical basis, or is it merely a specious catchword? What are the inevitable economic consequences as regards the home, childhood, and the whole social fabric, of the universal application of the theory of equal pay? If, for instance, all women before they are married receive equal pay with men, will they, as in inevitable consequence, be forced to remain wage-earners after they are married, since the wages of the man (now in competition with unmarried women) will be insufficient? Will this result, all things considered and in the long run, be a gain or a loss to the women themselves and to society as a whole?

"Is the statement that no such consequences are now apparent, a conclusive argument? We are considering here the ultimate effect of the

(Continued on Page 139)

The Present Status of Teacher Rating¹

LeRoy A. King, University of Pennsylvania.

This study was made to determine the present status of teacher rating throughout the United States, inasmuch as no recent investigations have been made covering the prevailing practice in this field, and since there seems to be such a lack of definite data at hand. Moreover, since there has been a growing interest in teacher rating throughout the country, it was believed that a study of this kind would supply information for administrative officers of schools already using rating plans, as well as for those contemplating the introduction of some form of teacher rating into their school systems.

From a cursory study of a few rating plans certain impressions were gained: (1) That emphasis in teacher rating was being placed upon the teacher—the personal, educational and social qualities—rather than upon the work of the school, and *pupil reactions*; (2) that the emphasis upon the factors contained in rating plans and in the methods of administration is shifting; and (3) that school administrators and supervisors are changing their attitude and ideals concerning the real fundamental purposes of teacher rating. It is with the purpose of confirming, or at least setting forth, the generally accepted practice relative to these changes in teacher rating that this study was undertaken.

The data were secured by an examination of the rating plans of 103 cities, representing all states in the United States, and from the results of a questionnaire sent to all cities over 25,000 population, and to a few cities under 25,000 in sparsely populated states. Returns were received from 92 cities representing 39 states.

Of the 92 city superintendents who replied, 70, or 76 per cent, use a definite system of teacher rating. These cities are scattered throughout the country, many of them being small or medium-sized cities, which fact indicates that the use of a definite system of teacher rating is finding favor in cities of every type and size.

According to the superintendents' replies to the question, "Is it your opinion that your teachers generally approve of rating?" 55 per cent state that the teachers in their cities generally approve of rating, although it must be stated that nine did not answer and that sixteen, or twenty per cent, were uncertain on this point.

Following are the reasons most frequently given by the teachers for their approval of teacher rating:

- Helps teachers to improve their weak points.
- Good teachers wish their work evaluated.
- It is definite and fair.
- The teachers believe in recognition of success and a condemnation of failure.
- Establishes basis for promotion.
- The salary schedule is based on the rating and a committee of teachers makes the rating scale.
- Teachers regard it as an essential part of administration.
- Professional study has enlightened them.
- Reasons occurring most frequently for teachers' disapproval of rating:

- The teachers dread the human element in rating.
- Ratings are usually generalities and superficial.
- Impossible to measure accurately whole value of a teacher's work.
- They object to being set off as good, fair, etc.
- The town is small, we are well acquainted with our teachers.
- No one can visit often, long enough, or under all conditions to form a proper judgment.
- Rating is a judgment of a suspicion based on limited observation.

¹Based upon the results of a questionnaire and the study of one hundred and three rating plans now in use.

It is evident from the reasons given for approval that teachers realize there is a very definite value to be gained from a rating system. On the other hand it should be noticed that reasons stated for disapproval are really not criticisms of the intrinsic values of rating plans themselves, but rather of their use and administration. In other words, it is altogether probable that persons rating teachers do not have in view the real purposes of rating, or have had inadequate preparation and training for

In only 21 of the seventy cities are teachers given a copy of their rating, however, the teachers in 41 of the cities have access to their ratings upon request. This seems to indicate one of the weak points in teacher rating. Since the purpose is to promote teaching efficiency and to aid teachers toward improving themselves, it would seem that the teachers should be given copies of their ratings in order that they may know their own deficiencies and work to correct and improve them.

TABLE 1—REASONS GENERALLY GIVEN FOR RATING TEACHERS RANKED IN THE ORDER OF IMPORTANCE BY 92 CITY SUPERINTENDENTS FROM 39 STATES

	Ranks in Order of Importance							Rank on Basis of Weighted Values
	1	2	3	4	5	6	7	
To promote teaching efficiency.....	37	19	11	4	2	1	0	1
To stimulate teachers to improve themselves in service..	13	33	11	6	5	2	0	2
To eliminate the unfit teacher.....	14	10	13	11	11	9	3	3
To determine promotions.....	6	9	9	18	17	6	2	4
To serve as a basis for salary increases.....	7	4	11	13	17	11	2	5.5
To aid in supervision of teaching.....	5	7	20	10	8	13	4	5.5
To give private information to principal or superintendent	1	1	3	11	6	12	17	7

the proper use and administration of a rating plan.

The superintendents answering the questionnaire were asked to rank the reasons generally given for rating teachers in what they considered to be their order of importance. These ranks and the weighted values are indicated in Table 1. The ranking of these factors is probably indicative of what school administrators and supervisors throughout the country are thinking and doing. It forecasts a new concept of the real value of teacher rating, that is, the shifting of emphasis to those things more directly connected with the work of the teacher and with her own development and improvement in service.

	Yes	No	Answer Omitted	Total
Do teachers rate themselves in your school system in addition to that done by administrative and supervisory officers?	24	39	7	70
Do you have a special rating form or card for this self-rating?	18	20	32	70

In only 24 of the seventy cities do teachers rate themselves, and in only eighteen of the cities are there provided special rating cards for self-rating. This indicates another deficiency in teacher rating systems. By furnishing special rating cards to the teachers for rating themselves, it would undoubtedly bring about a more cooperative attitude on the part of the teachers toward rating, and would point out to the teachers certain objectives which

TABLE 2—PERSONS RATING AND THE NUMBER OF RATINGS MADE INDIVIDUALLY AND COLLECTIVELY ON THE BASIS OF THE REPLIES OF 70 SUPERINTENDENTS USING RATING PLANS

	Number of Ratings						Total	Per Cent
	1	2	3	4	5	10 not indicated		
Superintendent	22	7	2	2	1	13	48	70
Assistant Superintendent	12	8	1	2	0	0	23	40
Principal	25	21	3	2	1	1	52	100
Subject Supervisor	10	14	1	1	1	1	28	57
Heads of Departments.....	10	6	1	2	0	1	20	36
Special Supervisor	15	10	1	2	1	1	30	54
Grade Supervisor	10	8	1	2	1	0	22	43
Teachers — Themselves.....	5	3	0	0	0	0	8	29
TOTAL.....	109	77	10	12	5	5	218	..

Table 2 is based upon the replies of seventy cities using a definite system of rating. The range of the number of ratings made is from one to ten, with one and two ratings being most prevalent. The principal participates in the rating of every city; the superintendent rates in seventy per cent of them; the subject supervisor in 57 per cent and the special supervisor in 54 per cent. These four persons make 66 per cent of all ratings that are made.

would help them to analyze, criticize, and evaluate their own work. (See section of Questionnaire quoted below.)

The results of the examination of city-teacher rating plans show that only 35 out of the 103 cards examined, or 34 per cent, had accompanying them definite directions relative to their use. And herein lies one of the most serious shortcomings that can be assigned to present rating schemes. Inasmuch as principals

Is a combined or cumulative rating made which summarizes all the ratings?....	Supt. 34	Asst. Supt. 4	Yes 46	Prin. 4	Dir. of State 2	Subj. Supv. 1	No 24	Grade Supv. 1	Total 70
If so, by whom are these ratings combined?									Total 46
(a) How often is such a summary made?	Annually 38			Semi- Annually 8					Total 46
(b) How is this combined rating made?	Average of Ratings 18			Confer- ence of Raters 5		Median of Ratings 3		Answer Omitted 20	Total 46
(c) Are all teachers given a copy of their ratings?	Yes 21		Upon Request 4		No 33		Answer Omitted 12		Total 70
(d) If not, do they have access to their ratings upon request?....	Yes 41			No 8			Answer Omitted 21		Total 70

Among the seventy cities stating that a definite system of rating is used, only 46 make a combined or cumulative rating which summarizes all the ratings. (See section of Questionnaire quoted below.) The common practice, as indicated in 74 per cent of the replies to this question, is for the superintendent to make this combined rating. The summary rating is made annually in 38 cities and semi-annually in eight. This is generally accomplished by taking an average of the ratings, or, as in a small number of cases, is determined in conference by those doing the rating.

and supervisors using rating plans are frequently untrained for this work, it is most essential that rating plans should be accompanied with detailed instructions as to their use and administration. Such instructions would tend, at least, to promote greater accuracy and uniformity throughout the school system in the interpretation and administration of the rating plan in use.

Some of the typical instructions and directions accompanying the cards are listed below: Before actually rating a teacher, select a teacher illustrating each quality for each rank.

Make a few experimental ratings before actually rating a teacher.

Ratings should follow the normal frequency curve. If five ranks are used the percentages of teachers rated each rank, should be approximately 5, 20, 50, 20, 5.

Don't rate too high.

Try hard not to think in terms of the ordinary passing mark of 70 per cent.

In rating one or more teachers, rate qualitatively in each point before making any quantitative translations.

A partial rating should be made after each extended visit. All items need not be rated after each visit.

"?" indicates doubt about a quality. If you cannot rate a quality make a note of the reason.

Each quality is to be judged without reference to other qualities.

Teachers receiving either very high or very low ratings should be rated again.

The principal should report to the superintendent the ratings of all teachers at least twice during each year.

The average is taken of the ratings of eight officials.

The final rating is the average of three ratings by the superintendent, principal, and supervisors.

Uniform excellence is not to be expected, even in very superior teachers.

Show the teacher his rating if he desires it.

In rating, five marks are used. Plus and minus signs should not be used, as these marks are very definite and include all necessary cases.

Your final judgment may be influenced by specific positive or negative characteristics. If so, give very briefly.

In the event a teacher's general rating is lower than medium, a special detailed report upon such teacher is required, and is to be attached to this form.

Each division may be checked as a whole or by subdivisions.

In question eight of the questionnaire the superintendents were asked to check the means employed in using their rating system for improving their teachers in service. The one most frequently used, as indicated below, was to discuss the teacher's rating with the individual teacher. This was done in 52 cities—a strong point in favor of rating systems. It is only by personal conferences between the one doing the rating and the teacher rated that a common understanding can be gained of the real purpose and value of rating.

If your rating system is used to improve your teachers in service, check from the following the method by which it is done:

- (a) By giving teacher a copy of the detailed rating made by those doing the rating. 16
 - (b) By discussing the teacher's rating with the individual teacher. 52
 - (c) By a "follow-up" card or form to accompany your rating system. 6
- Special training provided by the teachers' college for low ratings. 1
- Answers omitted. 12

A real need for the training of principals, supervisors and others rating teachers is further illustrated by quoting from an illuminating and helpful investigation made in East Chicago, Indiana, which city cooperated in making this study.² From the teacher rating results graphed in Diagram 1, the most outstanding feature is the great variability among a group of schools in the same city.

It will be observed that there are three or four general tendencies among the ratings given by the principals of the different schools. For example, in schools A and B there are approximately eighty to ninety per cent of the teachers rated excellent, with less than ten per cent in the superior and average groups, which facts show an unusually close correspondence between these two schools. Again, in schools D and C there are fifty to 55 per cent in the excellent class, five per cent in the superior and forty and ten per cent in the average and fair groups, respectively; a distribution of ratings somewhat in line with the normal curve of frequency, a tendency also apparent in schools A

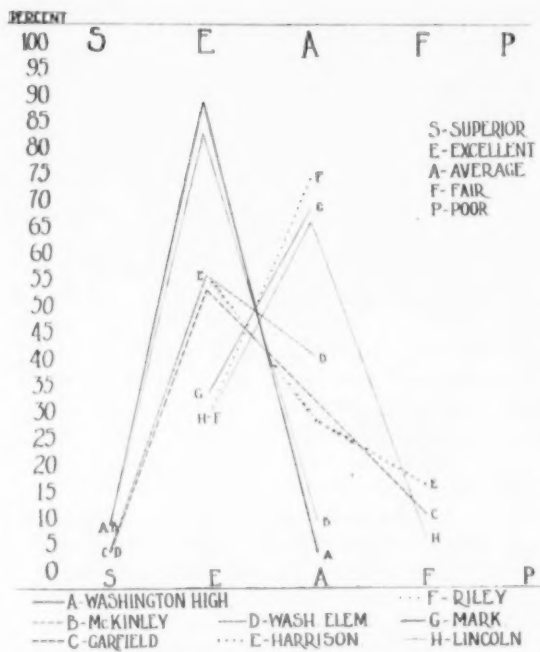


DIAGRAM 1—ILLUSTRATING VARIATIONS IN RATING TEACHERS BY THE PRINCIPAL OF THE EAST CHICAGO PUBLIC SCHOOLS.

and B, previously mentioned; but covering an entirely different range. In schools F, G, and H, the third outstanding group, the principal's ratings are practically identical, except that school H has five per cent in the fair group. Schools F and G show the rather unusual distribution of approximately 35 per cent excellent and 65 per cent average, while school E shows approximately 55 per cent in the excellent group and 27 per cent and eighteen per cent in the average and fair groups.

These principals show a general tendency to rate higher than the basic scale. The tremendous variations in practice and the absence of an adequate distribution in practically all the schools necessitate central supervision and possibly revision of the results. To help remedy the conditions as found, the superintendent sent out instructions to the principals, which were as follows:

To secure a more equitable analysis of the teaching done in the respective buildings, and to make the ratings for the entire city uniform, each principal was requested to report the name of a typically excellent, a typically average, and a typically fair teacher. The director of measurements and the superintendent did likewise for each building. Striking unanimity of judgment was evidenced. After due consultation the names herewith have been selected. The principal will keep them in mind in conference with the teachers, basing the analyses of the others thereon. It is needless, perhaps, to remark that in a discussion with any teacher reference to any other teacher is inadvisable.

Fine differentiations within any one class are not expected; i. e., it is not expected that teachers be scored with a plus or minus.

Each teacher should be called into conference, but the extent of the conference need not be the same for all teachers. Greatest effort should be expended on those teaching in East Chicago for the first time. Constructive suggestions for improvement should be offered.

Teachers, previously scored, who have improved along certain lines should be informed that you recognize the lines of their improvement; equally is it true, that any who are not doing as well should be informed that you are aware of that and helpful criticisms should be

given. With some very strong teachers the conference may be brief.

Permeating all conferences will be the spirit of cooperative study by the principal and teacher of the teaching with the aim that improved opportunities be brought to the children.

Basic Teaching

Excellent

Average

Fair

(Names of respective teachers listed here.)

There is a very general practice of combining teacher rating with salary schedules, as 46 out of the seventy cities stated their rating system was connected directly or indirectly with their salary schedules.

The aims of the course of study—the work of the school—seem to be neglected in a very large majority of rating plans. Only seventeen of the seventy cities use their rating plans as a check in determining how far the aims of the course of study are carried out. The question was also asked of how the rating plan served as a check in determining how far the aims of the course of study were carried out. The answers most frequently given are as follows:

If several teachers are low in certain work it places the burden of proof on the curriculum instead of on the individual teacher.

Only as the higher efficiency approximates objectives and results.

Clearness of aim.

Initiative.

As far as it relates to pupil achievement.

In an indefinite way—not scientifically.

By standard tests.

Average of combined marks by supervisors.

The activities of the rating scale are an indicator of the accomplishment of the course of study objectives.

Of the 22 cities answering the questionnaire that they do not now use a rating scheme, ten per cent of them state they have previously used such plans. The most frequently occurring answers for discontinuing the use of them are as follows:

It was improperly administered.

It was simply unsatisfactory.

Too cumbersome and mechanical.

It cannot be made just or satisfactory. It simply will not work.

Always a different one.

Lack of uniformity in the use of a standard.

However, it would again appear that these reasons are not real criticisms of rating plans themselves. They are concerned with the use, understanding, and administration of rating plans, rather than a criticism of rating as such.

Of the 22 cities not now using a rating plan five are planning to introduce one as an aid to supervision and to the improvement of teachers in service. Thirteen of the 22 cities state they are not planning to introduce a plan. The reasons usually assigned are:

System not large enough. Superintendent can keep in touch with the teachers.

The plans are too indefinite—not standardized.

Destroys the harmony in the school.

Tried one and discontinued it.

Personal conferences are the only sort of rating worth while.

In the smaller cities we get first-hand information.

There is only one of these criticisms that probably should be commented upon—the lack of standardization. Undoubtedly, on the basis of the variable practices followed, it is not yet known what factors should be used exclusively in rating, and what respective weights should be

TABLE 3.—TRAITS FREQUENTLY CONSIDERED IN RATING TEACHERS, RANKED IN THE ORDER OF IMPORTANCE ON THE BASIS OF THE EXPERIENCE OR JUDGMENT OF 92 CITY SUPERINTENDENTS

	Ranks in the Order of Importance													Rank on Basis of Weighted Values
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Instructional skill or technique.....	16	21	9	9	7	4	1	2	1	0	0	0	0	1
Pupil achievement or teaching results.....	24	11	10	1	5	5	1	5	3	0	1	2	0	2
Initiative.....	2	6	5	8	12	5	9	4	4	1	5	0	0	3
Personal characteristics.....	13	6	5	10	4	3	2	3	7	7	5	0	1	4
Professional interest and growth.....	3	7	5	8	11	7	7	2	5	5	3	2	0	5
Discipline.....	6	7	10	9	5	5	2	6	3	6	3	4	2	6
Lesson preparation.....	0	5	9	9	7	6	8	7	8	4	2	1	0	7
Scholarship and training.....	4	6	5	4	8	5	11	5	2	4	5	5	1	8
Leadership.....	4	6	9	8	2	6	6	10	3	6	2	6	2	9
Executive ability.....	4	2	7	2	4	6	4	3	7	7	9	5	1	10
Spirit of cooperation.....	1	5	6	7	3	4	7	4	6	4	4	9	3	11
School management.....	2	2	1	7	5	5	6	6	6	9	8	5	2	12
School activity.....	0	0	0	2	0	1	2	3	2	4	7	9	26	13

²Data submitted by Edwin N. Canine, Superintendent of Schools, and A. C. Senour, Director, Department of Measurements, East Chicago, Indiana.

TABLE 4—GENERAL QUALITIES OR FACTORS USED IN RATING TEACHERS BASED UPON THE EXAMINATION OF THE RATING PLANS OF 103 CITIES REPRESENTING THE 48 STATES

	Frequency of Occurrence	Percentages This Study	Boyce
Technique of instruction.....	99	96	60
Personality.....	89	86	40
Classroom Management.....	64	62	..
Teaching results or pupil achievement.....	60	58	16
Professional attitude.....	59	57	32
Scholarship and professional training.....	58	56	64
Class Discipline.....	38	37	98
Cooperation.....	33	32	60
Daily preparation.....	32	31	26
Health or vitality.....	29	28	22
Social service.....	28	27	..
Executive ability.....	19	18	..
Initiative.....	7	..	..
Attention to details of school business.....	6	..	..
General Intelligence.....	6	..	..
Ability to interest pupils in work.....	4	..	..
Influence upon character of pupils.....	4	..	..
Provisions for individual help.....	2	..	..
Adaptability to work.....	2	..	..
Years of service.....	2	..	..
Attention to duty.....	1	..	..
Extra curricular activities.....	1	..	..
Familiarity with textbooks in use.....	1	..	..
Improvement.....	1	..	..
Knowledge of course of study.....	1	..	..
Schoolroom atmosphere.....	1	..	..
Standing in community.....	1	..	..

given them. However, it is also true, that if all schools refused to use rating plans for this reason, no desirable amount of standardization of practice can ever be attained.

A request was made in the questionnaire that the traits frequently considered in the rating of teachers be listed and ranked in the order of their importance. The rank of these factors on the basis of weighted values is shown in Table 3. Technique of instruction ranks first; pupil achievement, second; initiative, third; and so forth.

It is significant that pupil achievement or teaching results has such a high rank. This factor—one of the most important, perhaps, that should be considered in rating teachers—is often given very little attention on many rating plans, and frequently, when it is mentioned, it is never analyzed or defined.

An examination of the rating cards of 103 cities representing the 48 states shows a ranking of the factors slightly different from that given by the 92 superintendents answering the questionnaire as outlined in Table 3. The frequency of occurrence of the factors as found on the 103 rating plans is shown in Table 4. Technique of instruction still ranks first; however, the factors of personality and classroom management occur more frequently than teaching results or pupil achievement.

In Table 4 is also shown a comparison of the percentage of some of the factors occurring most frequently, in contrast with a study made by A. C. Boyce in 1914, as reported in the Fourteenth Yearbook.³ Boyce's study of fifty rating plans shows class discipline ranking first, while this study shows it ranking seventh; scholarship

³Boyce, A. C. Methods for Measuring Teachers' Efficiency, Fourteenth Yearbook, National Society for the Study of Education—1915.

TABLE 5—THE FREQUENCY OF OCCURRENCE OF FACTORS LISTED ON THE 103 CITY RATING PLANS FOR MEASURING THE RESULTS OF TEACHING

Factors	Frequency
Pupil knowledge and command of subject-matter.....	34
General development of pupils.....	22
Habits and skills.....	20
Pupil attention and response.....	19
Independence of thinking.....	19
Building of character and morality.....	18
Establishing contact between school and community.....	12
Power of expression.....	12
Tastes and ideals.....	11
Pupil initiative.....	9
Proper habits of study.....	9
Interest and attention.....	8
Achievement of pupils by standard tests.....	7
Citizenship.....	7
Pupil appreciation.....	7
Do pupils work cooperatively?.....	6
Resourcefulness.....	5
Pupil activity.....	5
Working toward worth while objectives.....	4
Neatness of work.....	3
Mastery of essentials.....	2
Persistent in getting results.....	2
Hygiene.....	2
Power of concentration.....	2
Do pupils test own results?.....	1
Pupils passed.....	1
Pupils retarded.....	1
Accuracy and speed of pupils.....	1
Growth of pupils in formal skills.....	1
Problems solving ability of pupils.....	1
Respect of pupils and community.....	1
Pupil organization of work.....	1
Class spirit.....	1

and professional training ranks second in the former study, while it ranks sixth in this; and pupil achievement ranks fourth (58 per cent) in this study while it only ranks ninth (sixteen per cent) in the Boyce investigation. This clearly indicates a tendency toward a definite shifting of values among the various factors used in teacher rating plans.

The rating cards were also studied in reference to the analysis of the general factors used, and the definition of these factors. Seventy-six of the 103 plans have the general factors analyzed into subheadings; but only 24, or 23 per cent, of the entire number, have the factors defined. This indicates another weakness in the present rating plans. If, for example, technique of instruction is to be considered as one of the factors upon which a teacher is to be rated, the person doing the rating, and the one to be rated, should know what elements are going to be considered in this connection, and the factor itself should be clearly defined. The present lack of skill and training on the part of those using rating plans is all the more reason why the factors used in rating should be carefully analyzed and defined so that there will be a common understanding of *what* is to be rated.

The plans were also examined in reference to the type of factors mentioned for *measuring the result of teaching*. The 33 factors listed under this heading with their frequency of occurrence are shown in Table 5. Perhaps some of these do not have much value, but it is further evidence of the fact that more attention is being given to measuring the results of teaching and the teaching product than ever before.

Cleveland has a teacher rating plan that rates teachers on the progress made by the pupils. An analysis is made of the progress of the pupils by *observation, examination and standardized tests or scales*. The factors considered in measuring the pupil's progress are deportment, ethical self-control, emotional reaction, morale, initiative, knowledge and skill, and thinking. Of course, some of these elements undoubtedly cannot be accurately measured, but it shows a growing tendency in emphasizing the measurement of the *work* of the school and teaching results, rather than the personal qualities of the teacher.

There is a general impression that not many rating plans in measuring teaching results con-

sider the capacity of the pupils. In order to confirm this idea a question covering this point was put into the questionnaire. The question and the replies are shown in Table 6.

TABLE 6—EVALUATION OF THE RESULTS OF TEACHING BASED UPON QUESTIONNAIRE REPLIES

Are the results of teaching evaluated in your rating plan by the use of:	Replies		
	Yes	No	Partly
a. Teachers' marks.....	18	27	1
b. Standard tests.....	22	25	2
c. Intelligence tests as a basis of interpreting (a) and (b).....	16	26	1
d. Final examinations.....	3	33	6

It will be noticed that only sixteen of the seventy cities used intelligence tests as a basis for interpreting teachers' marks and the scores made by pupils in standard tests. A supervisor or other person rating a teacher should know the type of pupils a teacher is teaching, particularly when pupils are organized into homogeneous groups. The capacity and ability of the pupils to do certain types and amounts of work should be considered in measuring teaching results, and space should be provided and definite directions given on rating cards for taking care of this fact.

The rating plans of the 103 cities were also examined as to the character of the *marks* and *terms* used in rating teachers. Table 7 shows

TABLE 7—CHARACTER AND FREQUENCY OF MARKING SYSTEMS USED IN RATING TEACHERS TAKEN FROM 103 RATING PLANS

	Frequency
1, 2, 3, 4.....	11
Weighted point scale.....	11
Excellent, good, medium, poor, very poor....	10
Excellent, good, medium, poor.....	10
5, 4, 3, 2, 1.....	8
A, B, C, D, E.....	7
Excellent, very good, good, fair, poor, very poor.....	3
A, B, C.....	3
Excellent, good, fair, indifferent, poor.....	2
Superior, excellent, good, fair, poor.....	2
High, average, low.....	2
Satisfactory, unsatisfactory.....	2
10, 9, 8, 7, 6, 5, 4, 3, 2, 1.....	2
10, 9, 8, 7, 6.....	2
Superior, excellent, very good, good, fair, failure.....	2
Strong, fair, weak.....	2
Excellent, good, fair, unsatisfactory.....	2
Satisfactory, strong, fair, weak.....	1
Excellent, above average, average, below average, unsatisfactory.....	1
Superior, excellent, average, fair, poor.....	1
Excellent, very good, good, fair, poor.....	1
Excellent, good, average, fair, unsatisfactory, out.....	1
Excellent, good, average, fair, poor.....	1
Highest, high, middle, low, lowest.....	1
Superior, excellent, very good, good, fair, unsatisfactory.....	1
Above average, average, below average.....	1
Superior, average, weak.....	1
Superior, average, below average, should not be retained.....	1
Excellent, very good, satisfactory, not satisfactory.....	1
Excellent, good, fair, poor, unsatisfactory.....	1
E, G, F, P.....	1
E, G, F, U.....	1
E+, E, G+, G, F+, F.....	1
10, 8, 6, 4, 2.....	1
E, G, A, P.....	1
Good, fair, unsatisfactory.....	1
Excellent, good, fair, poor, very poor.....	1
Excellent, good, fair, poor.....	2

that 38 different systems of marks were in use. Eleven rating cards had weighted point scales, either for the general factors exclusively, or for the subheadings comprising the general factors, and thirteen of them were provided with space for the graphical representation of the ratings, as indicated in Table 8.

The most common number of ranks employed in rating today is five with four ranks occurring nearly as often. Boyce found the most common number to be four and five ranking second. This is further evidence of shifting emphasis, in that the number of ranks used are more in

(Continued on Page 154)

TABLE 8—THE FREQUENCY AND CHARACTER OF "RANKS" USED IN RATING TEACHERS

Number of Ranks	Figures	Letters	Words	Total	Percentages	
					This Study	Boyce
2	..	..	2	2	..	4
3	..	3	5	8	9	20
4	11	3	19	33	36	45
5	11	7	21	39	42	22
6	..	1	7	8	9	7
7	..	..	..	..	..	..
8	..	..	..	..	..	..
9	..	..	..	..	..	..
10	2	..	..	2	2	2
TOTAL.....	24	14	54	92	100	100
Rating cards with weighted points scales.....	11	..	..	..	..	..
Rating cards with space for the graphical representation of the "ratings" (included among the 103 systems).....	13	..	..	..	..	..

Delaware's Remarkable School Building Program

Outlines Sources of School Support as well as Reciting School Needs

Delaware is a small state and not overly blessed with riches. Its school housing, on the whole, has been far from modern, and even far from being adequate. The administrative machinery has been decentralized, and in spots weak.

While this fact has been recognized by the progressive people of the state, the lawmakers have not been willing to accept a thoroughly modern plan of administering and adequately financing the public school system of Delaware.

Private initiative, however, has come to the rescue, not only in relieving immediate conditions, but also in striving toward an ultimate solution of the problem in hand. Through associated effort, inspired by Pierre S. du Pont, the actual status has come to the surface and laudable results have followed. Mr. du Pont has demonstrated in sincerity of purpose by spending millions of his own money in providing modern school housing where local conditions, aggravated by an inadequate state support, failed to secure them.

The movement to place the school interests of the state upon a sound basis received its best impulse through Joseph H. Odell, president of the Delaware School Auxiliary Association, who has devoted himself with unusual fidelity to his task. Being studious, conscientious, and resourceful, he has proven himself an ideal leader in carrying the project forward.

How to Create School Support

His labors have enabled Mr. du Pont to come forward with a comprehensive program to finance a state school building program. This program not only concerns itself with the actual needs as they now exist, but also with the manner and method of meeting them. The subject of taxation is handled in man fashion. The very core of the problem is reached.

The amount needed to replace the worn out public schools of Delaware is \$9,700,000. The general assembly of 1925 is asked to do the following things:

- (1) To appropriate \$1,500,000 from the present cash surplus of \$2,300,000 in the General Fund of the State—thus saving interest and sinking fund on that amount of bonds;
- (2) To issue in 1926, state bonds to the amount of \$2,000,000;
- (3) To appropriate \$374,000 a year for the fiscal years of 1925 and 1926. During 1925 and 1926 this money would not be needed for interest or sinking fund and must be used for school construction;
- (4) The school districts which build new schools to provide 20 per cent of the amount needed, the State supplying the other 80 per cent. This would be in accordance with the present law: namely, that each school district may bond up to five per cent of its assessed valuation.

It is agreed here that the 1925 assembly cannot complete the plan but must leave the completion of the same to the 1927 assembly. The interest on the ultimate bond issue of \$5,500,000 is figured at \$374,000.

The plan of raising the annual revenue presented provides for the following:

- (1) The same tax on real estate as now exists: namely, 25 cents on the \$100 of assessed valuation;
- (2) Corporation franchise taxes and corporation invested capital taxes the same as under present law;
- (3) A graduated income tax which will make the filing fee unnecessary and allowing only two exemptions:

(a) On dependent adults and on minors;

(b) The real estate tax for schools of 25 cents on the \$100 of assessed valuation will be deductible from income from the same real estate only.

The offsetting of income by capital losses will no longer be permitted, but capital losses will continue to offset capital gains.

The present school buildings now up to standard house 21,736 pupils and are valued at \$7,869,500. The new buildings contemplated are to care for 25,330 more pupils, thus housing a total of 47,066 pupils. The added cost of this housing is estimated at \$9,705,000, bringing the total investment up to \$17,574,500.

The reasons why the state rather than the locality shall assume the added burden is explained in the fact that "the state can assess and collect additional taxes for school building purposes without much added expense. It now costs some of the local districts five per cent to ten per cent to assess and collect local taxes; the average is about eight per cent. Some of the districts allow eight per cent discount for prompt payment of taxes. Their total cost of assessment and collection varies, therefore, from five per cent to 18 per cent of the total revenue raised, without allowance for delinquencies that add no small amount to the costs.

"Most important of all and due largely to the reasons above cited, the State can market its bonds at a very substantially lower rate than can the local districts or any of them. Probably the state could sell its bonds at four per cent to 4½ per cent but it is doubtful whether the local districts could obtain rates as favorable as 5 per cent to 5½ per cent. This point is strikingly illustrated by comparing the results of an issue of say \$1,000,000 of bonds. If the state made such an issue at four per cent (\$40,000 interest each year) and set aside \$10,520 invested at four per cent each year (a total annual cost of \$50,520), it could pay off the interest and principal of the \$1,000,000 in 41 years, but if the local districts made bond issues totaling \$1,000,000 at five per cent (\$50,000 interest each year) in 41 years the principal of the loan would still remain unpaid. In other words, this difference of one per cent per annum will enable the state to pay off interest and principal in 41 years, while the local districts were paying interest only."

The total expenditure in 1923 from the state treasury for the operation and maintenance of schools was 43 per cent of the total income, or \$2,013,744. This amount is derived from the following sources:

Income Taxes, 1923.....	\$ 413,559
Filing Fees, 1923.....	206,484
County Property Taxes (25c per \$100), 1923	584,683
State Investments, 1923.....	34,422
Corporation Invested Capital Tax, 1923	176,481
Corporation Franchise Tax.....	746,000
	<hr/>
	\$3,161,629

Thus, the revenue comes from six sources exacted as follows:

- County Property Taxes at 25 cents per \$100.
Income Taxes, graded one, two and three per cent.
Filing Fees, personal at \$3 per person.
Corporation Franchise Taxes.
Corporation Invested Capital Taxes, 25 cents per \$100.
Interest on School Fund.

Discussing Subject of Taxation

The question of increasing the corporation franchise tax is answered in the negative. It is believed to be unwise to add to the burden now borne by these interests. An increased tax would be certain to reduce the total income.

Considering possible sources of increased revenue it is demonstrated that the tax on real estate for school purposes in four states is: Delaware, 25c; Maryland, 77c; Pennsylvania, \$1.18; New Jersey, \$1.29.

Touching upon the personal property tax, Mr. Odell says: "Delaware has no such tax at present and few states have. While it seems fair that personal property, by which we mean mortgages, bonds and stocks of corporations, raw and manufactured materials, and so forth, should be taxed, it is very difficult to levy a personal property tax and to collect it. Such property cannot be assessed by inspection, as is real estate.

"However, we may consider the income tax as a tax on personal property; for if mortgages, bonds, stocks and materials have value it is because they produce income for the owner. Therefore, if the income is taxed the result is the same as if the property itself were taxed. We will consider the personal property tax with the income tax below.

"If we propose to tax personal property and to use the income tax for that purpose, it is fair to fix the income tax at a rate that will cause equal values in personal property and in real estate to be taxed the same amount in dollars. Thus, if our real estate tax were 24 cents on the \$100 of assessed value, we should make the income tax rate four per cent. Then the tax paid on \$100 of real estate would be 24 cents and the tax paid on \$100 of personal property yielding an income of six per cent, or \$6, would be four per cent of \$6 or 24 cents also. The \$100 investment in personal property would then pay the same tax as the \$100 investment in real estate.

"Wages, salaries and professional earnings are different from interest on mortgages, bonds and dividends on stocks of corporations. The latter furnish security for the continued payment of income from year to year, but there is no such security for the continuation of wages, salaries and professional earnings. However, we may look upon the individual himself as the security for his income during the working years of his life. Adopting this viewpoint, we should permit the individual to set aside an untaxed portion of his earnings to provide a fund for his old age, just as manufacturers are permitted by the U. S. Government to reduce their taxable earnings by an amount necessary to restore their buildings and machinery at the end of the period of usefulness. This untaxed portion should be approximately 30 per cent of the wage or salary. For if a man earning \$3,000 per annum could set aside approximately 30 per cent of that amount (\$893) at four per cent, at the end of 30 years the accumulated fund would be \$50,000 which at six per cent would give him permanent income equal to his salary, or \$3,000. If we add to this \$893 the premium, \$387, for life insurance to protect one-half the man's expected estate, we have a total of \$1,280, or 43 per cent of \$3,000. Following this theory, 43 per cent of wages, salaries or professional earnings should be exempt from tax, or for practical purposes the tax rate should be 57 per cent of that levied on incomes from mortgages, bonds, and so forth.

"Gain obtained from sale of real estate, securities and other forms of capital as well as gains such as inheritance, life insurance, and so forth, should be considered separately and should be offset by corresponding losses; that is, taxes on these gains should be on the net amount only. Losses corresponding to these gains should not be permitted to offset income from

Editor's Note: Buildings of the type Mr. Odell is urging for Delaware are printed on Pages 59 and 60 of this issue.

wages, salaries, business, or interest and dividends.

"Income from rentals or income from real estate should be taxed only in so far as the income is in excess of the school real estate tax of 25 cents on the \$100 of assessed valuation, otherwise it would be double taxation."

The reasons advanced against the personal property tax are clearly put. Mr. Odell holds: "The fact that personal property cannot be assessed and the fact that it may be kept outside of the state make a direct levy almost impossible. Those who do not wish to pay fail to report and the burden of taxation rests entirely upon those who are willing to pay and upon those whose property is subject to public inspection, such as property held by trustees, guardians, and so forth. This form of objection to the personal property tax is completely overcome by using income from the property as a measure of the property itself and making the income tax at such a rate as will bring to the state the same number of dollars as though the property were taxed directly. The fact that the Federal Government is now levying an income tax and carefully supervising its collection makes a state income tax quite easy of collection.

"Another objection to the personal property tax, which applies equally to the income tax, is that the property represented by mortgages and by corporation stocks and bonds, and so forth, has already paid a tax in other states by assessments on real estate, building, and so forth, owned by corporations or pledged on mortgage. While this is true, it is equally true that the value of the securities is the equity remaining after payment of these taxes. This equity is properly taxable in our state."

The Cost of School Buildings

The Delaware School Auxiliary Association, after a careful study of the subject, fixed the cost of school buildings as follows:

A rural school of the simplest type without auditorium, gymnasium, offices and storerooms. \$250 per pupil
Consolidated high and grade school in rural districts or small towns with auditorium, special rooms, offices, central heating plant, etc. \$375 per pupil
For schools in Wilmington, partly because of the high cost of land and higher wages. \$500 per pupil

"It must be distinctly remembered that these per pupil figures are based upon present costs for buildings that are considered standard in progressive states and cities and that they include the price of the site, architects' fees, engineering supervision and completely new equipment. The estimated cost is based upon providing a desk for each child enrolled in the school, and the buildings are not only as fire-proof as possible but are constructed to preserve the health of the pupils.

"There is no doubt that schools can be built more cheaply, but the best authorities in calculating first costs always take into consideration the annual costs of maintenance and repair in the future. All buildings that are erected should be so designed and the materials used should be of such quality that the annual upkeep is reduced to a minimum.

"Standards for buildings were adopted by the Delaware State Board of Education in 1920. These standards were prepared from experience in school building throughout the United States. They represent the best available type for the health and safety of the pupils, the utmost of convenience for the teachers, the most serviceable community center for the neighborhood, and at the same time the most economical investment that can be made.

"The state standards call for a room to accommodate 40 pupils assembled in class, outside of special subjects. This room contains at

least 720 square feet of floor and 8,000 cubic feet of air space. This means 18 square feet of floor per pupil and 200 cubic feet of air space per pupil. The height being approximately 12 feet, the width of the room should not be more than twice the height in order that the pupils on the side farthest from the window may have proper illumination."

Rates of Taxation Proposed

In order to meet a budget of \$2,825,900 the du Pont plan demonstrates the increases that will have to be made over the existing tax rates:

	Present Law	Proposed
School Tax on real estate per \$100 assessed value...	\$0.25	\$0.25
Corporation Capital Property Tax per \$100 assessed value .....	.25	.25
Filing Fee	3.00	...
Income Tax on incomes from wages, salaries and professions, i. e., service income:		
Incomes under \$3,000....	1%	1%
Incomes \$3,000-\$6,000 ...	2%	2%
Incomes \$6,000-\$10,000 ..	2%	3%
Incomes over \$10,000....	3%	4%
Income Tax on incomes from notes, mortgages, stocks and bonds, i. e., property income:		
Incomes under \$3,000....	1%	1½%
Incomes \$3,000-\$6,000 ...	2%	2½%
Incomes \$6,000-\$10,000 ..	3%	3½%
Incomes over \$10,000....	3%	4½%
Exemptions, figured as deductions from taxes to be paid:		
Personal	\$10-\$20	..
Wife	\$10-\$20	\$3.00
Dependent person under 21 years .....	...	2.00
Dependent person over 21 years .....	...	3.00

At present capital losses may be deducted from any form of income. It is proposed to limit such deductions to apply against capital gains only.

Per cent of Population	Per cent of Tax-payers		Male	Female	Total
		Children under 5 years.....	11,455	11,474	22,929
		Children 5-21 years.....	31,750	31,803	63,553
38.8		Children total under 21 years.....	43,205	43,277	86,482
	0.6	Income taxpayers having income over \$10,000...			482
	0.6	Income taxpayers having income \$6,000-\$10,000..			489
	3.6	Income taxpayers having income \$3,000-\$6,000...			2,798
	17.0	Income taxpayers having income under \$3,000...			13,379
	37.0	Industrial workers (1919).....	24,195	4,840	29,035
	13.1	Farmers and fruit growers; owners and tenants.	10,061	241	10,302
	9.1	Farm laborers, foremen, gardeners and others...	6,847	292	7,139
	19.0	Others in gainful occupation.....	8,489	6,387	14,876
35.2	100.0	Total in gainful occupation over 21.....	64,709	13,784	78,493
21.3		Married women		47,469	47,469
4.7		Not accounted for.....	5,841	4,718	10,559
100.0			113,755	109,248	223,003

Mr. Odell presents tables, showing with considerable exactitude, the number of taxpayers classified and the amounts to be exacted from them. The report closes with this paragraph:

"The proposition to borrow \$5,500,000 is coupled with the plan to add almost double that amount to the school buildings of the state. Borrowing less than one per cent of the state's wealth may be compared to a similar act of an individual. If a man had \$100 in savings bank, would he be extravagant if he borrowed \$1 to add to the school fund? Or if he owned a house and lot worth \$5,000, might he not prudently borrow another \$50 upon it, even though he had already a little more than that sum borrowed, as a contribution to the paving of his street? Such is the position of Delaware. Her road bonds exceed one per cent of the total wealth of the state to about the same amount as this proposed borrowing of \$5,500,000 is less than one per cent. The state can afford this step. It is hoped that the information submitted in this document will be of use in a final determination of this important question.

THE PREVENTION OF DELINQUENCY¹

Professor Edwin J. Cooley, New York City

Delinquency has passed through various phases of research and speculation, and when we propound the question, "What are the causes of crime?" we find that there is a great diversity of opinion. It is obvious that we cannot plan for the prevention of delinquency until there is a better understanding of the causal factors which contribute to the increasing tide of criminal youths. What are some of the theories of delinquency?

Theories of Delinquency

They are various indeed. Lombroso would have us take the criminal as an atavistic reversion, frequently tattooed and having well marked bodily traits which distinguish him from the normal person. Others again would lay all blame for crime to the mentality of offenders, and their findings show that ten to sixty per cent of criminals are of defective intelligence. Again, environmental conditions, both social and economic, are singled out as the real breeders of crime, while other research students would have us believe that delinquency must be read entirely in terms of maladjustment. Nor has our court and prison procedure failed to be noted by the marking finger, and we are told that probation and parole, suspended sentence and lack of harsh treatment and of rigid discipline for the prisoner all spell out incentives to crime.

It is needless to rehearse how each of these theories has its vogue because of the grain of truth tucked away somewhere within it. But, back of all these causes lies the one great cause of delinquency—defective character-training in the child. There is no truer saying than the one which is so true that we seem to be stumbling once more across the threshold of its forgotten truthfulness. "The child is the father of the man." What you sow in infancy, in childhood, in youth, you reap as the years bring

on and carry away with them the harvesting time of life.

Character Formation

"How shall we stop crime?" "How shall we prevent delinquency?" There is only one answer—by character formation. And what is character? May we not define it as "Life dominated by principles?" It is *life*, it is activity, for life is dynamic. It is *life*, it is the whole texture of all our consciously controlled actions which alone constitute us worthy of our human estate. It is life dominated by principles, completely and knowingly mastered by adjusting them to standards of action, to ideals which we have accepted as our own. As those standards are good and directive of life, the character will be good; as those standards are bad and directive of subsequent actions, the character will be bad. We shall stop crime, we shall prevent delinquency only by teaching little children, by training them so that their lives will be domi-

(Continued on Page 143)

¹Report of Committee on Delinquency, New York City Conference of Charities and Correction, October 15th, 1924, New York City.

Keeping the School Board Informed

Will E. Wiley, Graduate Student, Stanford University.

It has often been said that the ideal board of education will realize that the administration of the schools is a matter for experts, and will wisely confine its efforts to legislation and general supervisory functions. This statement of the case represents the consensus of opinion of leading school administrators and of most city school boards. In the smaller towns there are many school boards who have not yet accepted this concept of their functions; for they feel that they have been elected by the people to run the schools. Running the schools is interpreted to mean administering the details of the schools. As a matter of fact boards of education are elected to see that a very important piece of work is done in the best possible manner. Not being experts, it is natural to expect that they will delegate the administration to those who have prepared themselves for such work. This will not diminish the usefulness of the board; but rather will increase it by producing better schools. No extensive arguments will be entered into here in support of the above statements, except to point out the fact that these are the conclusions reached by our city boards of education after 75 years of struggle for better schools.

Having elected its executive expert and having delegated to him the administration of the schools, the board has performed one of its most important functions. It has not, however, discharged its full duty by any means. The great progress the world is making in almost every direction and the increasing complexity of our civilization as a consequence has deluged the educational institutions of our country with countless difficult problems. More and more we are coming to realize that our schools are our chief instrument in adjusting society to these new conditions. We also recognize that our public school system is the citadel of our democracy. Our people will never willingly relinquish their control of this vital institution, and it is certain that for them to do so would be detrimental to democracy. This citadel must be kept close to the control of the people. They, through their chosen representatives, must determine the policies and the ideals which are to direct their schools. As a body they may speak through their legislatures, or as communities they may speak through their boards of education to accomplish this. For a school board to delegate this function to a superintendent, is to delegate the sovereignty of the people, an act that cannot be defended on democratic principles. Therefore, the board of education must continue to function in our educational system and there are many important duties for it to perform.

In addition to determining the school policy, the board will need to pass rules and regulations which are to govern its employees in the carrying out of that policy. It will need to study its school budget each year and, after it has approved the same, it will need to levy the necessary taxes. In performing its duties of general supervision, the board will require careful reports from its executive officers together with recommendations concerning the facts presented. In the light of these reports, the board may modify or extend its educational policy. Upon it has been placed the responsibility of seeing that the children receive the best education the community can provide. To do this wisely it will find constant need for facts concerning the schools.

The formation of school policy is a complicated matter. In the first place there must be an array of all the facts bearing on certain

FINANCIAL STATEMENT FOR MONTH ENDING _____			
Cash on hand			
RECEIPTS			
	Prev. Received	Rec'd Last Mo.	
Received from Special Taxes			
Received from County School Fund			
Received from High School Fund			
Received from State Fund			
Received from Miscellaneous			
Received from Loan and Bond Sales			
Received from sale of Equipment and Supplies			
Received from Manual Training Dept.			
Received from Household Arts Dept.			
Received from Athletics and Debate			
Received from Printing Dept.			
Received from Interest on Daily Balances			
Total			
Total Receipts			
DISBURSEMENTS			
	Budget Allow.	Prev. Disbursed	Disb'd Last Mo.
Board of Education			
Salaries			
Expense			
Office Superintendent			
Salaries			
Expense			
General Administration			
Election and Census			
Juvenile Officer			
Legal Services			
Publishing			
Sundries			
Instruction			
Superintendent's Salary			
High School Salaries			
Grade Salaries			
Special Salaries			
Secondary Text Books			
Elementary Text Books			
Supplies for Instruction			
Library Expense			
Sundries			
Operations			
Janitors' Salaries			
Fuel			
Light and Power			
Telephone			
Janitors' Supplies			
Freight and Drayage			
Sundries			
Maintenance			
Repairing Buildings			
Repairing Equipment			
Insurance			
Street Assessments			
Sundries			
Auxiliaries			
Athletics and Debate			
Promotion of Health			
School Premiums			
Night School			
Special Departments			
Household Arts			
Manual Training			
Commercial			
Physical Education			
Science			
Music			
Printing			
Art Department			
Outlays			
Alteration of Buildings			
Improving of Grounds			
New Equipment			
Interest on Notes			
Loans			
Total			
Balance on Hand			

FIG. 1. FORM FOR MONTHLY FINANCIAL REPORT.

conditions in the schools. Then these facts must be interpreted in terms of their educational significance, in terms of the community, and in terms of the children affected. All this will require close study, careful analysis and sound judgment. The easy thing for a board to do is to turn this work over to the superintendent, and in many cases that is done. In the long run, however, the results will often prove unsatisfactory.

To illustrate, suppose a superintendent should say to his board: "I think we should have a school nurse and it will only cost us about \$2,000 per year."

"All right," says the easy-going board, "go ahead."

Later a patron meets a board member and asks:

"Why did you fellows hire a school nurse?"

"The superintendent said we needed one," is the reply.

Now the patron is not satisfied with such an answer, and has reason to feel that the board member has not performed his duty. Moreover, he will probably feel that the superintendent is making the most of his opportunities to spend the people's money.

Suppose, on the other hand, the superintendent had gathered the facts concerning the pre-

valence of certain disease in the schools and had shown that most of them were preventable. Also, he had facts to show that many of the children were suffering from physical defects that could be removed. Other figures showed that another group were undernourished. Suppose he had also gathered the data showing the effect of all this upon the educational progress of the children, together with the added cost to the district due to retardation and the cost to the children in lowered efficiency and unhappiness. The sincere board member, in the light of these facts, would surely attempt a solution for the problem and would defend that solution before the public. Then, should a patron question, he would receive a satisfactory answer and one that would make him a more loyal supporter of the schools. Working in this manner, the superintendent will interpret the needs of the children to the community, and the people, speaking through their school board, will direct the policy of their schools.

Contrary to general opinion, progress in education has been just as rapid as it has in most of the other fields of human endeavor. Any layman would find much of the present day educational literature as difficult to read and understand as the medical literature of the day. The teacher of today is rapidly becoming an expert. New objective measures of mental ability and of achievement have been worked out. Statistical methods of study have been applied to the results thus obtained, and the graphic presentation of the facts discovered, makes a clearer understanding and evaluation of school work possible. Such studies require time and much of the work is laborious drudgery. Superintendents who work by rule of thumb are not interested, and niggardly boards of education will not allow their executives the time required for such work. On the other hand, boards of education who take their responsibilities seriously, are demanding that their executives be able and willing to perform this type of service. As a result they are getting better schools and more enthusiastic school support. If the school board member is to discharge his duties in the best possible manner, he must be kept in continuous touch with the work of the schools.

The superintendent of the small city, who has little help beyond an efficient office secretary, will find it difficult to meet these new demands that progress is making upon him. He will find it necessary to adopt some well thought out plan of action. He will have to be content to make slow but steady progress. He will have to collect most of his data in connection with his supervisory activities and use the results in keeping both his teachers and his board informed concerning the progress of the schools. Most of his problems cannot be solved perfectly and once for all. A policy and its corresponding plan of action, once adopted, must be followed up and the results determined. If they are not satisfactory, a better method must be devised.

Another natural difficulty that the superintendent must face is the comparative indifference of his board concerning progressive educational principles and practice. They are business men, and while they have a profound and abiding interest in their schools, they have not kept pace with the latest developments in the field of education. When once some problem of their school confronts them, however, they will become interested in the educational principles that apply and should be followed in the solution of the problem. The board de-

scribed above that had just discovered the health problem facing its school would be glad to hear what other communities were doing, and had discovered concerning health work with children. Here, then, is the task and the mission of the superintendent of our modern school. In helping his community to find and to solve its educational problems, he is making his great contribution to democracy.

In order that the superintendent's work in fact gathering and fact interpreting may be more effective, it should exert a more continuous influence than is possible through the annual report. The board must become familiar with the problems of the school through constant association, not with isolated facts; but with all the pertinent facts interpreted in terms of modern school practice. The following method will prove helpful, especially to the superintendent who is doing most of his own work.

He should first provide each of his board members and himself with large loose leaf notebooks. Into these books he should gather from month to month a variety of pertinent material, and should carefully number and index each page. These books should be brought to each board meeting for purposes of reference and will have an increasing value with each added month. The following suggestions, as to facts and materials to be collected, are by no means complete but may prove helpful.

First, the rules of the board should be collected and codified. Very often these rules are in a chaotic condition, and no one pays any particular attention to them. It is impossible to secure anything like continuity in the administration of school affairs when this is the case.

Second, personnel charts should be prepared, showing in graphic form the function of each employee of the board. This will tend to make for a more unified system.

Third, the following material relative to the finances of the district will prove helpful. The budget for the year should be entered, showing the distribution of funds to the various departments. Each month there should be added a statement showing expenses to date under each fund, and the unexpended balances. Charts should be prepared showing the trend of the budgets for at least the past five years, together with the trend of the school enrollment. Also insert charts showing the cost of instructing

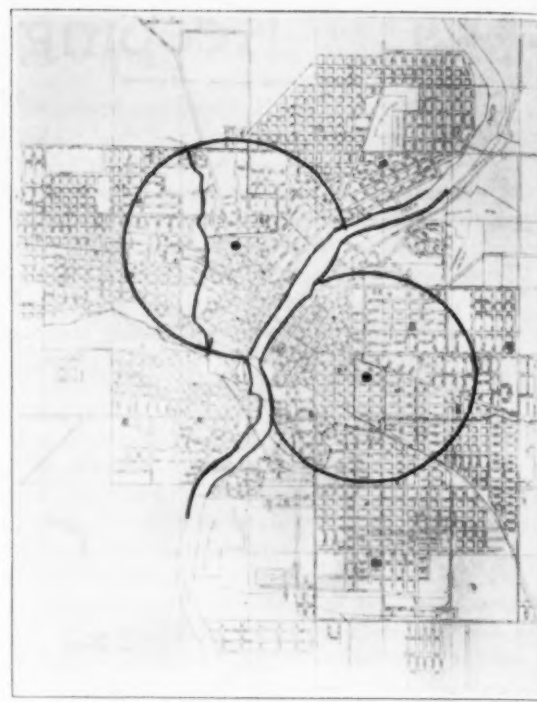
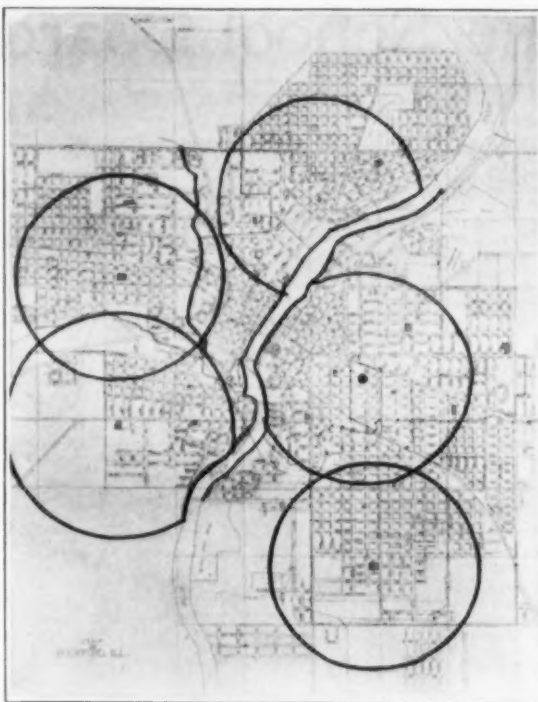


FIG. 2. MAPS FOR DEVELOPING AND RECORDING SCHOOL BOUNDARIES, LOCATION OF BUILDINGS, ETC. IF PRINTED IN CONVENIENT FORM THEY SERVE A WIDE VARIETY OF USES.

the pupils in the various departments and schools.

Fourth, board members will find maps showing district and school boundaries very helpful in visualizing their attendance and building problems. These maps can be made to show the density of population and the directions in which the city is growing. In this connection, charts, showing the seating capacity of the schools and the enrollment over a period of years, will suggest where and how soon new buildings will be needed.

Fifth, each month enter the treasurer's report together with a list of the bills audited and ordered paid.

Sixth, the minutes for each regular and special meeting should be entered. This will prove especially helpful to members who have been absent.

Seventh, the superintendent should make special written reports for every regular meeting, and should strive to present facts and figures that will be helpful to the members in understanding their schools. Often this report will take the form of a chart or graph illustrating some condition in the school. In these regular reports the superintendent will find his opportunity to show the needs of the school to the board. Retardation studies, health surveys, mental and achievement test results, and many other problems of like nature could be taken up as time or special need may dictate. He should be careful to interpret his data and connect it up with facts and figures the members already have in their notebooks. In this way he will make the most of his previous labor and will receive his reward in constructive measures adopted by the board for the control and improvement of their schools.

Chance Teachers

C. L. Baldwin.

Chance, after all, plays an important part in determining human destiny. More people "fall into" teaching, perhaps, than into any other

profession. When times are hard and other jobs are scarce teaching gets an increased number of recruits. Many leave the profession again in better years. Some are failures, but many of these chance recruits contribute a wealth to the pedagogy of the Nation. It is said that Washburn of Winnetka, Ill., devised his famous system because he "fell into" teaching and didn't know what else to do.

There is E, who has been a successful schoolman in Montana. E had had a year of mining engineering in the University of Idaho. He was out of funds and took a "free" ride to Butte to look over the Montana School of Mines and to see if he could find a way to work his way. Butte was suffering from one of its periodic depressions—no work was to be found. The quickest way back home was via the blind baggage on the Oregon Short Line. While the train was taking water at Dillon, E was standing alongside the locomotive and was given a free bath by the careless fireman.

The nights in the mountains are cold, so E postponed his trip. That was before the days of prohibition and the saloons of the town were the only places to welcome a marooned stranger. He divided his time that night between two all-night saloons.

He had 35 cents in his pockets, enough to get his breakfast. He began looking for a job and was considering going out with a thresh-

(Concluded on Page 157)

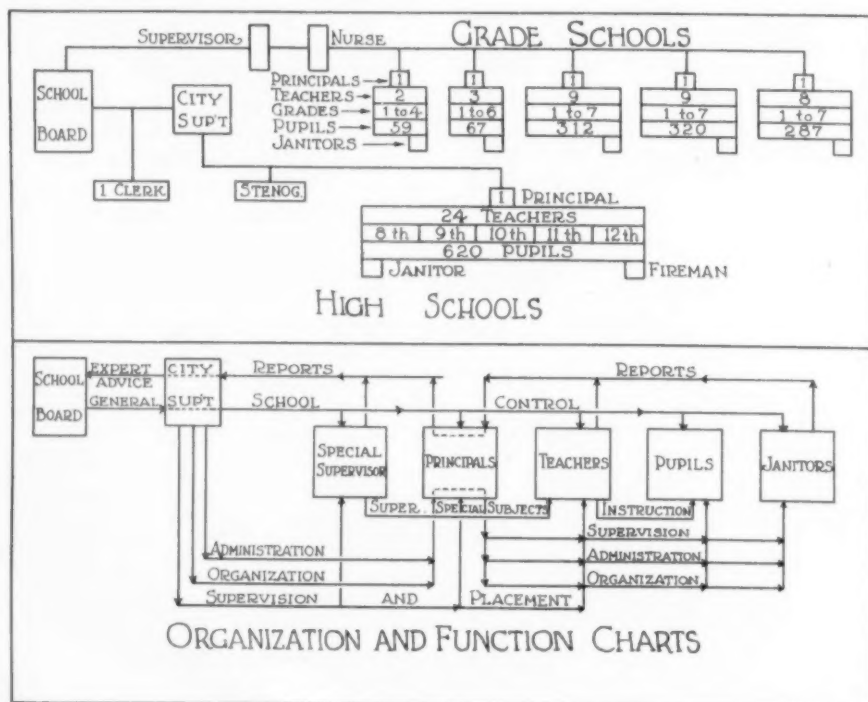


FIG. 3. ORGANIZATION AND FUNCTIONS OF SCHOOLS AND SCHOOL PERSONNEL. THE DALLIES, ORE. THIS FORM OF CHART SMOOTHS OUT MANY DIFFICULTIES AND CLASHES OF AUTHORITY.

Let the Architect Beware!

By a School Architect.

(Continued from January)

Now while the board had taken a very arbitrary stand toward Architect Allen, and had repudiated all the obligations of the "old" board, and refused payment for his preliminary plans, there was, however, a vague feeling of obligation on the part of most of the members, and they felt they could discharge this thriftily and completely by permitting him to remain as architect of the school. Of course, Allen felt he could not afford to lose the job, so he was glad enough to be retained, and hoped to retrieve some of his losses if that could be done without detriment to the work. But, as I said before, the new board had new ideas also about his contract.

Being business men, the controlling members examined with much interest the American Institute of Architects' contract, which had originally been agreed upon. They found several things in it which they did not like, and they wanted several things in it which were not there. Allen did his best to defend the original contract, but did not entirely succeed. Some of the changes, at any rate, seemed insignificant at the time, and Allen took the opportunity to strengthen a few clauses which seemed to him ambiguous or weak.

One thing the board was very careful about was that it should pay no commission whatever on any portion of the work that was not actually built, although Allen was expected to plan the building so that important additions and alterations could be made as soon as required. This, of course, was a result of the usual misconception of the value of an architect's preliminary work. As it turned out, another and more favored architect carried out these additions and alterations later on, just as they were shown on Allen's drawings, and collected the commission which Allen should have received.

Another thing the board wanted changed was the clause allowing compensation to Allen for extra services "owing to delays caused by the delinquency of the owner or a contractor." That word "delinquency" looked grossly impolite as referring to an owner like the board, and so they proposed to cut that out. Allen didn't see any danger of delays, once they quit haggling about the contracts and got down to business, and accordingly consented to these changes. I do not think he would do so again.

While the contract was being gone over and reshaped, the board was also demolishing the original building program. Business men were in control now, not idealists, and they were strong for economy. They decided to let an old fire-trap remain in another part of town, which would enable them to cut the size of the new building in half. The new superintendent of schools fell conveniently into line and advised them that society could not afford the cost of an assembly hall in that type of school. These changes cut down Allen's job very seriously as a job, and also forced a general restudy of the plans. The new board was not quite satisfied with the plan scheme, either, and had Allen try out and submit five or six other schemes before coming back to the original one and accepting that. Then they got a bond issue voted which was too small any way to cover a well-built

building of the size required, and this redoubled Allen's difficulties in making the plans and specifications such that the contractors' bids would not overrun the amount available. During all this work Allen got some intelligent cooperation from the board, and some also from the superintendent of schools. But, he found that they knew so little of architecture and informed themselves so little in matters of school building and hygiene that they could not be expected to understand or appreciate the kind of work he was doing. One of the quacks, or shysters of the profession, would have got away with the job just as well as he. The situation had this advantage, however, in that Allen was able to put over some progressive and original ideas which a well-informed but conservative board would not have entertained at all. Such a board would have insisted upon the strict observance of all the sacred "standards" which tend to protect school architecture from crass ignorance, on the one hand, but on the other hand impede and discourage its progress. At any rate, by dint of successive revisions, estimates, and reductions, the plans and specifications were finally completed and the board felt reasonably safe in accepting them and having the official signatures affixed. By this time the job had cost Allen a lot of time and money—far more than he could afford—but he still hoped to avoid a loss by speedy construction. The board wanted the building finished by the next term of school, and Allen had made his work very thorough and detailed with this end in view.

Then came the free-for-all scramble of public bidding on the job. Allen had suggested segregating the contracts, but the board did not want that, as it involved an extra charge on Allen's part. So lump-sum bids were received, as usual, from a dozen or more builders of the region, some good, but many bad or indifferent, and as usual one man was well below the rest and away below the average bid, which marks a reasonable price. The question then arose, was he the lowest *responsible* bidder, as the law requires, or not? His reputation, while only second-rate, did not justify the rejection of his bid, and so the only way to do that was to reject them all and readvertise for new bids, which would have taken much valuable time. More than that, this low bidder, whose name was Clay, was "backed" by the Knott-Sapp Lumber Company, the largest lumber and building supply firm in town, whose patriotic desire it was to see their materials used in the new building, and to "keep the job in town." The board favored this combination, and Allen advised accepting the low bid, under the circumstances, provided that good surety bonds would be provided. The "backers" saw to the bonds. So the contract was awarded to Clay, and the job was finally under way, much to our friend Allen's relief. He did not realize, then, that Clay was merely a cat's-paw for Messrs. Knott and Sapp, that their firm was quite influential with the business members of the board, and would use this influence later on to discredit Allen and spoil the job.

Now that the building contract had finally been awarded and work begun, the school board decided to appoint an inspector. This was a wise and proper thing to do, and Architect Allen appreciated the help which it would bring. But, while he was able to approve the board's choice, he had misgivings about the appointee's attitude toward architects and his ability to cooperate. For the inspector was an elderly

builder who was in the habit of making his own plans, disparaged architects generally and dealt very little with them, and he was known to carry an assortment of chips on his shoulder. However, Allen thought that the rigorous inspection he could be counted on to give would be worth a little extra trouble. He contended himself, accordingly, with informing the board and the inspector just what the inspector's duties would be, and how he should cooperate with Allen. This information must have been conveyed in too gentlemanly terms, for in spite of it, some astonishing things began to happen:

Monday: The secretary of the board telephoned Allen that the inspector had stopped all work on the excavations because the foundation walls shown on the plans were not wide or strong enough to hold up the building. The inspector had not communicated this highly important news to Allen, although Allen had supplied him with complete plans some time before.

Allen met a committee of the board that evening and explained how he and his structural engineer had tested the soil and proportioned the foundations, and told them of the large and important buildings for which his engineer had designed the foundations and structural parts. They seemed to be quite assured at this, and agreed to order the inspector to resume work and follow the plans.

Tuesday: The same committee of the board met the inspector, Allen being unavoidably absent. They then changed their minds again and thought the inspector must be partly right anyway. So they asked Allen to call again and discuss the question with them and the inspector.

Wednesday: Allen sent the board copies of his engineer's report on the soil and footings, with the statement that the inspector would have to be fired, or he, Allen, would leave the job.

Thursday: The board insisted on its right to strengthen the footings somewhat, even if it seemed unnecessary to Allen and his engineer, but agreed to request the inspector's resignation. Allen felt that he must agree to this, as he couldn't afford to abandon the job.

Friday: The inspector quit. The board wrote him a gracious letter of appreciation for his services, assuring him that his advice had been followed in preference to Allen's, thanked him for his regretted departure and paid him a rather handsome fee. This letter, moreover, was spread in full upon the minutes of the board, serving as a white-wash, while Allen's letters and engineer's report were filed away without a sign of their existence.

After this little flurry the next inspector was selected with some care, and he lasted for as long as his services seemed to be needed. He was a young but very capable man, and knew what he was doing.

It developed, however, about this time, that Clay, the contractor, did not realize fully what he was doing, and this made the new inspector's presence highly desirable. The Knott-Sapp Lumber Company, which was backing the contractor and "keeping the job in town," began to unload some of its fourth-rate stock at the building site and evidenced the intention of using the job as a dumping ground for material which their other customers would not accept. The patriotic members of this concern felt hurt when Allen and the inspector objected to this, and thereafter lost no opportunity to discredit Allen with the business men of the board.

¹The present paper has been prepared by a western architect of wide practice in school building work. He has drawn on numerous personal experiences with school boards and for the balance has woven into his narrative actual occurrences in the experience of other architects with whom he has had direct contact.

The story is written without any intention of criticizing any individual or any school board, but to point out unmistakably the pitfalls of a schoolhouse construction project and the right relations which the architect and the members of the school board should demand.—The Editor.

Then the inspector began to have his own particular troubles, for neither Clay nor his foreman appeared to be over-intelligent in reading plans and specifications. At any rate they seemed to be quite ignorant of a lot of things which these instruments set forth, and their habit of carelessness in laying out work was so ingrained that the inspector found himself doing most of the foreman's work in this line in order to know that it was well done. The same kind of inaptitude seemed to afflict all the important subcontractors on the job. This was natural enough; for contractors usually consort and do business with their own kind. The plumber, for example, did not follow the roughing-in measurements for the fixtures specified, and the steamfitter did the same sort of thing with the radiator connections. Of the plasterer's crew, the only really proficient workmen were the hod-carriers. Even the patriotic home-product lumber concern made a number of serious blunders and their materials needed careful inspection right along in spite of Allen's warnings. Of course, there was trouble with the glass they furnished, as every architect would know. Allen and the inspector marked a large number of lights with soap and ordered them replaced with good glass. After considerable haggling and delay this work was reported done. On his next inspection Allen found, by examining the putty, *outside*, that a few of the condemned window-lights had actually been replaced, but that his marks had simply been cleaned off all the rest.

With this and several other kinds of trouble, it can be imagined that Allen was not getting the quick action that was necessary to help him recoup his losses. Far from it. The board had wanted the building finished promptly, as I said before, and a time limit of five months had been set in the contract. No bonus for earlier completion had been provided for, however, and so no penalty could be enforced for delays; and Clay was quite aware of this. The contract did give the board power to discharge the contractor in case of unreasonable delay. Things went fast enough for the first four months, but the work had been held up by the foundation scare and delayed by mistakes, so that liberal extensions of time had to be granted. Shortly after this the progress of the work suddenly fell off, and it was evident that something was radically wrong with Clay. It soon developed that he was out of funds, or at any rate was not paying his subcontractors, and they accordingly were not enthusiastic about working on the job. This state of affairs was brought to the attention of Messrs. Knott and Sapp, with the suggestion that if they were backing Clay, as they had promised to do, now was the proper time to get in and help. It was realized that the contractor and his subcontractors were not well financed, and had not sufficient credit of their own to carry the 25 per cent of the cost which, under the contract, was to be withheld until after the building was completed. As the work progressed, this reserve naturally grew larger and harder for them to carry. But Knott and Sapp did not rise to this occasion. So the work dragged, and Clay became harder to deal with at every interview, less and less willing to correct his mistakes, and these began to accumulate and throw out of gear the work which followed. To Allen personally, he was often insolent and abusive. Thus, matters went from bad to worse for several months.

During this time payments to Clay on the contract were very small indeed, because little work was done. Clay applied for fair-sized payments, padding his statements for the purpose, but Allen would not certify to the completion of work which had been wrongly done or not even done at all. Then Clay raised the cry that the job was being delayed by Allen, because he would not approve of payments

which were due, and this was joined in by Knott and Sapp, to divert just criticisms from themselves. The board listened to them with some sympathy; for there had been so much trouble on the job that they were inclined to blame Allen for it anyway. They were accustomed to harmony in school board matters, which was quite easy to preserve with the business men in full control, and they looked to Allen to produce and preserve harmony on the job. But while they placed on Allen this definite responsibility, they kept right on undermining the authority by which alone he could meet it.

This last circumstance points a great moral which applies not only to architects and school boards, but to every situation in life. It is a universal principle that responsibility cannot be assumed without the corresponding measure of authority, or authority exercised without assuming responsibility. Allen's school board apparently had not learned this. Most people forget it now and then.

By this time a dangerous situation had developed at the building. The defects were so many and so serious, including mutilations of the exterior design, that Allen refused to certify to any further payments. Clay and his backers met this by appealing to the board, and hinted that Allen himself ought to be discharged. The board did not back up Allen, as it should have been done forthwith, nor did it seek the advice of competent and disinterested persons outside; but an informal meeting was held at the job, where Allen showed and explained to the board personally all the defects which called for attention. They appreciated some of the practical matters, but were obtuse and not particularly interested when it came to the question of the design. Some didn't see any difference, and said so, whether Allen's carefully drawn designs were followed closely or not, so long as the features were all there in their approximate places. Others squinted at the wide arches of the loggia and didn't see why Allen should want the kinks taken out when most people would never notice them at all. Anyway, the business men asked why didn't you prevent that sort of work from being done, instead of crabbing at it now? Allen was able to explain that he had condemned that work, not only when it was finished, but at every successive stage of progress from the very beginning, and that Clay, the contractor, had deliberately ignored his warnings. All in all it was a very disagreeable occasion, except to Clay, Knott and Sapp, who saw things were going their way. Allen very properly wanted to know where he stood, and whether the board was going to respect his decisions and back them up, or not. Oh, of course, they were backing him up, they said, but first they wanted

to get at the facts! So no decision was made, and no defects were corrected for a still longer time to come.

Shortly after this meeting came another test of Allen's influence with the board. Clay realized he had gained a victory, and became more independent and insolent than ever, so that Allen's authority seemed to be quite at an end. Now Allen had warned Clay repeatedly in the past that if the delays and delinquency continued he would certify accordingly to the board and the board would then have power under the contract to discharge him and hire some other contractor to finish the work at his expense. His patience exhausted, Allen gave final warning to Clay, and this being disregarded, he formally certified to the facts and advised the board to take action promptly if they wished the work finished properly or within a reasonable time. He was careful to say, also, that if the board elected to retain Clay as the contractor, the board must assume the responsibility for the results.

The board did not like this. The members felt it would be pleasant to have another contractor, but they did not want any trouble with Clay or his backers. They had a feeling that Allen should have avoided such a situation somehow, with or without their help. Clay's backers, Knott and Sapp, didn't like it, either. They knew it would cost considerable money to fix the job up right, and that if a good contractor took hold of it, it was likely to come out of their own pockets. For the contract price was very low, as everybody knew at the beginning, and they had taken the risk of endorsing the contractor's bonds. So they got the board, without any trouble, to ignore Allen's suggestion and adopt another scheme.

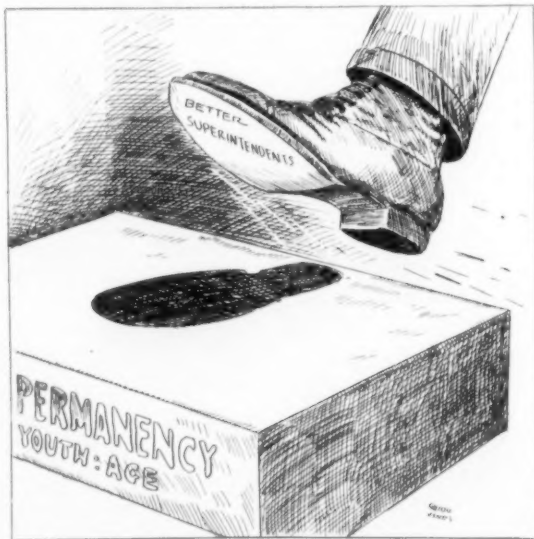
This scheme was to retain Clay as the nominal contractor, but to keep him in the background and let Knott and Sapp run the job as his agents. Fair promises were made covering correction of the defects, cooperation with Allen, and the prompt completion of the work. So Clay at last faded from the scene and gave way to the polite and promising Mr. Sapp, who, thenceforth, had personal management of the job. We shall see, presently, how his promises were carried out.

I have refrained from pointing too many morals, since most of them have been obvious as we went along. It is easy now to see where Allen made mistakes, and where he was unwise rather than unfortunate. Hindsight is so much easier than foresight.

No architect (to apply our principle once more) should dare to accept the responsibility of supervising a building operation, without complete and unhampered authority to enforce the terms of the contract. If his authority is abridged, or he is hampered in the exercise of it, he should promptly and for his own protection withdraw; for that will prove easier than to take the consequences. No school board, employing an architect, should dare to deprive him, by action or word, of the power by which alone he is able to render his services under such employment.

To go further back, let us not overlook some other things. Let the architect beware of the bidder who has to be "backed." His subcontracts will usually prove to be weaker and worse than he is. Let the job go "out of town" if there is found the better builder. Beware of the inspector who is appointed by the board! He should be the employee of the architect, but paid by the board. Be ready for any kind of criticism; for if there is room for it, or not, it will surely come. See that inspection is both reasonable and exacting. Beware of relaxing or changing, without due authority, any requirement of the contract. And there are other lessons still to learn.

(To be concluded)



THE BIGGER THE FOUNDATION THE LARGER THE FOOT AREA IT WILL ACCOMMODATE.

Business Executives of American Schools

Secretaries, Clerks and Business Managers for Boards of Education.

DR. JOHN H. BRISTOR
Clerk, Board of Education
Mansfield, Ohio

The subject of this sketch serves the community in a dual capacity. He is both school clerk and a practicing dentist. He gives, however, ample time to the management of the business affairs of the school system. Dr.



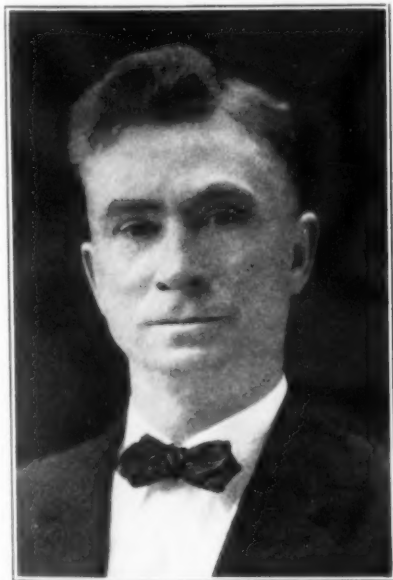
JOHN H. BRISTOR, D.D.S.,
Clerk, Board of Education,
Mansfield, Ohio.

Bristor is highly connected with the dental societies of the state and at the same time an energetic worker in the cause of education.

He was elected a member of the board in 1907 and two years later was made the clerk of that body. The school system has experienced considerable growth during the period of his tenure.

WILLIAM C. LANE
Clerk-Treasurer, Board of Education
Canton, Ohio

Mr. Lane has held his present position since 1905. Canton, then, had a population of 31,000, while the present population is over 100,000. The year he assumed his office there was one high school and twelve grade school buildings. There were 5,600 pupils and 163 teachers. At the present time Canton has 32 school build-



W. C. LANE,
Clerk-Treasurer of the Board of Education,
Canton, Ohio.

ings, three of which are high schools with a fourth high school under construction. Last year there were 18,000 pupils enrolled and 535 teachers employed.

During his term of office, Mr. Lane has served under five boards and three superintendents. He has been active in helping formulate the school building and expansion program of the city, and has made an extended study of school financing and school bond issues. He is considered an authority on these subjects by Cantonians.

Mr. Lane is a native of Cincinnati, and was for some years employed there by the federal post-office department, serving in many lines of the post-office work, and for the last four years of this service having charge of one of the branch offices in that city. He came to Canton in 1901, to accept a position with The Aultman Company, at that time one of Canton's leading manufacturing establishments. He had charge of the shipping and supply department of this company.

Since coming to Canton, Mr. Lane has been active in all civic movements. He is an active member of the Canton Chamber of Commerce, the Canton Playgrounds' Association, the American Red Cross, Y. M. C. A., the Masonic and Odd Fellows lodges. During the period of the world war, he was an active worker in the various campaigns held for the sale of liberty bonds and for the raising of funds for the war relief work.

EMMET SCOTT
Secretary, Board of Education
La Porte, Indiana

Mr. Scott is a comparatively new man in the field of secretarial service. He came to the work in May, 1923, but he came with a splendid equipment for the task. He is a graduate of the University of Michigan and has had varied experience in commerce and industry.



EMMET SCOTT,
Secretary of the Board of Education,
La Porte, Ind.

He is a progressive type of citizen who believes that service in the cause of education constitutes a substantial contribution to the Nation's progress.

HAROLD S. LA POLT
Clerk, Board of Education
Middletown, New York

In addition to being one of the youngest, if not the youngest, school board secretary in New York State, Harold S. La Polt, clerk of the board of education of Middletown, N. Y., has the distinction of having brought into the treasury of his city during the first year of service more than four times his total salary, and this amount without expense to the taxpayers of his city.

This 24-year-old board secretary left the city editor's desk of one of the Middletown daily newspapers to become secretary to all of the boards of the city. He found that non-resident tuition rates charged were far less than the cost to the city, and recommended an increase. Figures show that the increase, to equal the



HAROLD S. LA POLT,
Clerk, Board of Education,
Middletown, N. Y.

cost to the city, will bring into the city treasury over \$9,300 more than has ever before been received for tuition.

Mr. La Polt was appointed secretary of the half dozen city boards on July 1st, 1923. In addition to being secretary to the board of education, he is clerk of the common council and board of health, and collector of water department revenues. His office does the board of education accounting as well as conducting the board's correspondence, and playing an important part in its business management.

M. W. SCHRAMM
Clerk-Treasurer, Board of Education
Kenmore, Ohio

Mr. Schramm not only fills the position of business executive but serves also as secretary to the superintendent. He has behind him an



M. W. SCHRAMM,
Clerk-Treasurer of the Board of Education,
Kenmore, Ohio.

experience as an instructor and as an office worker. He came, therefore, to his present position four years ago with ample equipment to serve efficiently.

Janitorial-Engineering Service

II - Rules and Regulations vs. Training and Knowledge

George F. Womrath, Assistant Superintendent in Charge of Business Affairs, Board of Education, Minneapolis, Minn.

Are the public schoolhouses of the United States properly janitored and engineered?

They are not!

Why?

The "turn-over" every year in the janitor-engineer department of a public school system is very large. Many new, untried men are constantly being added to the force of employees. Many of these men have never been inside a schoolhouse, even in their youth. Few of them have any vocation. Most of them are just looking for a "job," applying to the board of education for work simply because its office happens to be next door to the last place at which they applied and were turned away. Many of these men are willing and industrious, but totally lacking in the kind of training which is required to make acceptable and efficient schoolhouse employees. Even with such valuable assets to their credit as are willingness and industry, not every one of these applicants has in him the "makings" of a good janitor or engineer.

To discharge his duties properly, a schoolhouse employee needs technical knowledge and training, and a lot of practical experience. The old-fashioned idea that a few verbal directions, accompanied by an elaborate set of printed rules and regulations, coupled with the admonition to "go to it" will, by some kind of hocus-pokus, instantly transform one of these untrained workmen into an efficient schoolhouse janitor or engineer, is pure nonsense. What really happens in nine cases out of ten is stated by Mrs. Helen C. Putnam, commenting upon the janitors' rules and regulations of one of the foremost cities in the United States: "While it was provided that stairs and passageways be swept daily, and the rooms twice a week, in over half the schools, the halls were swept only twice a week instead of daily, in two it was done but once a week, and in one only once a month. Classrooms, entries, stairs, rails and furnishings were to be dusted every morning; but it was found that classrooms were dusted less often than once a week by eight janitors, only twice a week by 80, daily by teachers or pupils or janitors in 52 schools, and daily by janitors according to the rules in only 43 of the 193 schools studied. There was a rule that desks, seats and woodwork be cleaned whenever necessary. Twenty-one janitors thought that it was never necessary, and had never done it; 24 had done it once; fifteen had done it rarely; 21 did it occasionally; twelve, twice a year; ten, oftener; while in 60 schools all such cleaning was done in the long vacations."

In the city of Minneapolis the board of education has adopted the commendable method of discovering, with as little loss of time, effort, and money as possible, the innate qualifications of all applicants for janitorial-engineering employment by placing every man who becomes a prospective employee in an auxiliary training school for one month, under expert housekeepers and engineers. If within thirty days he shows a marked unfitness either as a janitor or as an engineer, he is dismissed and the board is saved the cost of carrying indefinitely on its payroll an unfit employee. On the other hand, if within thirty days he shows a marked tendency to grasp and understand the duties required of a school janitor-engineer, he is put on the permanent payroll and transferred from the auxiliary training school and given a per-

manent position in a school building under a competent head-man, and thereafter required to attend the regular training school which is operated for all janitors and engineers. Compulsory attendance is required by the board in order that the employee may acquire further training and knowledge in the duties of his profession. While this method of selection and elimination has cost the board of education a few hundreds of dollars, it has saved the city many thousands of dollars by avoiding the placing of incompetent employees on its payroll. The cost of incompetent janitors and engineers is not alone in the salary paid them, but in the inferior and small amount of work performed by them.

One of the subtle stumbling blocks in the way of proper school janitorial service is the lamentable lack of "know how" on the part of the vast majority of public school business officials who have charge of this service. They look upon it from the narrow viewpoint of merely requiring the compilation of a set of ideal rules and regulations. It is equally presumptuous for any one who has never had any practical experience in the performance of school housekeeping and engineering work to set up theoretical rules and regulations for the guidance and management of school janitors and engineers or to propose that this work be turned over to the direction of as many different managers as there are school principals—no two of whom have the same idea of the manner in which the work involved should be performed and where janitorial work ends and personal service begins—and expect to get uniform results throughout the school system. As to "rules and regulations," any one with a flow of language and a reasonably good idea of cleanliness and orderliness can write attractive literature. To see that these rules and regulations are enforced, and the desired results actually obtained, is a horse of a different color. "Neither superintendents nor janitors can keep schools clean with good intentions; they must *know how* and use the proper methods for doing so."—Putnam.

After reading a strongly worded article on janitorial service, or a well written set of rules and regulations, how often it has happened that in writing to a colleague in a distant city for further information, and requesting particulars as to how certain work is actually carried out, the return mail brings a stereotyped set of printed janitors' rules and regulations which simply state on the paper on which they are printed that certain operations must be performed, but setting up no qualifying safeguards either as to the quality of work to be performed, or the method of performance.

Perhaps, we go a little further and, in our enthusiasm and desire to see some of the fine results which we have been led to believe are being secured in other places by reason of these ideal rules and regulations, we spend considerable time and money traveling about on "tours of inspection" and "junkets," only to be tremendously disillusioned by finding that the ideal janitor-engineer service is all on paper in a nicely worded printed book of rules. What we expected to find was some one at the head of the janitorial-engineering service who was well qualified to carry out the printed rules and regulations which had been set up with such literary skill. Instead we found a man in charge of the janitors and engineers with so

many other matters absorbing his time and attention that he knew very little about the actual physical condition of the schools under his charge, and even less about the administration of real janitorial-engineer service, and often without a responsible supervisor. The printed rules had led us to expect to find immaculately clean floors and woodwork, well cared-for furniture and equipment, a perfectly maintained mechanical plant, clean windows, orderly and well-kept window shades, and so on, and every school manned by an intelligent, well-informed, properly instructed, neatly uniformed crew of janitors and engineers performing their duties systematically and efficiently.

But, what did we find? Janitors and engineers who were sloppy and unkempt in person and dress. Buildings which were filthy from top to bottom. Dirty, grimy floors. Desks coated with grease and stuck up with chewing gum. Dull and dusty furniture. Smoky window glass, keeping out much of the daylight. Greasy, oily engine rooms. Boiler rooms black with coal dust and ashes. Rules there were aplenty but, alas, never enforced by qualified supervisors, and ignored by the employees—not wilfully, but ignorantly.

Is this criticism too radical? Well, then, apply for yourself some simple tests the very next time you go to a school building. As you approach the school notice if the yard is neatly picked-up or whether there are weeds growing everywhere, and papers, stones, and rubbish scattered about. As you enter the front door stand for a moment and look around. Does the building strike you at once as being sweet smelling, clean, bright and attractive? Then, as you proceed through the corridors and classrooms, do you find the floors dark and oily, especially around the edges, or are they clean and white, or, perhaps a beautiful golden color as though they had been varnished? Are the floors really clean? Rub your handkerchief on them and see. Are the windows clean and letting in all the daylight possible? Are the window shades straight and whole, or are they hung crooked, torn, dirty, and water streaked? Are the blackboards grey instead of black? Are the chalk rails filled with chalk dust? Is the boiler room black and dirty, or is it white as snow and as clean as your own home parlor? Yes, I am talking about the *boiler room*, which can be and should be kept as immaculate as a classroom. Is the engine room oily and greasy, or is the floor clean and all the engine parts and the entire equipment polished and glittering? Are the janitors and engineers well dressed and their bodies and clothes clean and neat, or are they coatless, collarless, dirty in person and apparel, and, perchance, with suspenders showing and mouths filled with tobacco? Are the walls dirty, streaked, water marked, and peeling, or are they clean and sanitary? Is the woodwork, especially the classroom doors, toilet stall doors, chair rails, balustrades and window sash finger-marked and grimy, or is it clean and spotless?

Are these delectable conditions possible to attain in a schoolhouse? Emphatically, yes! And in a number of cities these conditions already prevail. Such conditions are not only possible but they should be demanded by the public, if not primarily and fundamentally for the sake of the children, at least in order to protect the billions of dollars' worth of public

(Concluded on Page 144)

How May a High School Principal of a Medium Sized High School Improve the Instruction by Means of Tests and Measurements?

B. F. Miller, Principal, Ellsworth, Kansas.

In this day of efficiency experts in business and industry, this day of mounting school costs, this day when thinking patrons are asking why about some of our school procedure, it is for the principal of the medium sized high school to take definite steps toward the checking of methods and materials of teaching used in our schools. In Kansas we have little to say about the textbooks to be used, we are sometimes limited by the state or district in amount of available funds, but we are under no restrictions as to the efficiency with which we handle our high school classes.

Increased efficiency will manifest itself in three ways: through a greater quantity of work of a given quality, an equal quantity of better quality, or an equal quality and quantity in a less expenditure of time.

How may we improve instruction? There are many ways, but the one most modern, the one with the broadest and best possibilities is checking the teacher and assisting her by use in a sensible way of tests and measurements. It shall be the purpose of this paper to point out a few of the more practical ways for use in a medium sized high school of from 200 to 500 enrollment.

The use of tests for placement in courses. It is doubtless true that little real basis exists for the arbitrary marking off of many spans of I. Q. which are necessary for certain jobs, trades, or professions, yet it is equally true that in many cases we can make some general classifications. Different studies have shown these differences to exist. The claims made as a result of the Army Alpha tests may have been overdrawn, but there is some basis for them as shown by similar results in better controlled experiments. Madsen reports that a very definite and marked difference exists between the mental abilities of children of the unskilled group and those of the professional class.

Placing Students in Courses

To the extent, then, that the above is true, it is possible, by means of intelligence tests, preferably individual if they can be properly administered, to give general advice to the student entering high school and seeking advice in choosing his course. If he rates in the lowest quartile it would hardly be advisable for him to try to take the college course, or if he rates in the upper quartile, and not realizing his ability, planned to take some hand work course, he might well be advised to take something requiring more mental effort; something that might have more future.

We have found in the Ellsworth high school that the group taking the college course rank considerably above those of any other course in intelligence scores. The mean score from the Terman group test was 22.3 higher than the closest and 29.1 higher than that farthest down.

Weisman reports that students directed in their choice of subjects as a result of scores made in the Stanford Revision test showed fewer failures than did two similar groups following, who were advised without use of any intelligence tests.

It is obvious, then, that if classes are grouped in such a way that few or none of the really gifted group are in some classes and few or none of the lower group are in others, the standard of instruction may be better fitted to the average need. This will result in fewer failures, which is a definite mark of improved teaching.

Prognostic tests are occasionally used to forecast the probable success of an individual in a given subject. As these become better standardized, the work can be still better handled. At present, however, outside the languages, the accuracy of these tests is questioned and until such a time as they are accepted as standard, we shall have to use them with great care and considerable laxity in the forming of any general or even specific conclusions.

Grouping Students

A second and rather common use of tests and measurements is that of grouping sections of classes as a result of scores in mental tests and educational tests, or of combining these findings with teachers' estimates of ability. This grouping is possible only in a limited number of classes in a high school of two hundred, but as the enrollment increases the opportunity for sectioning increases.

If we grant the possibility of forming a satisfactory program, the next consideration must be in regard to the use to be made of the grouping into ability sections. Burt, Chassell and Hatch, in a carefully controlled experiment, imply that the big problem lies, not in the differentiation itself, but in the adjustment of the curriculum and of the classroom practices after differentiation has taken place.

Dividing classes into sections on the basis of mental ability should make possible an adaptation of the technique of teaching according to needs in groups. It does not insure this, however, and unless the class is in the hands of a good teacher, results will be practically valueless. A principal, by advice and help, may be able to make it function satisfactorily with the mediocre teacher. It is assumed to be a fact that the more dull the group, the more detailed the explanation must be and the longer the time used in drill must be. It is up to the principal to see that this differentiation is made.

Such a division of classes should also make possible the adaptation of material according to the need of the group. Bright pupils must be given either a more comprehensive treatment of the same subject or else more material of a different kind and from a different field. In many schools the brighter group are allowed to take five subjects and thus either graduate in a shorter time or accumulate more points. I do not believe in allowing many students to finish high school in less than four years; for the average high school has plenty of valuable material for study and the average student is not mature enough to leave home and attend college if he finishes in three years.

The best starting point for beginning this division of classes is in the English department. They are usually the largest groups and English ability shows about the best correlation with tests. The divisions here made, then, will hold in any other required work for the same group. In any work which is elective for part or all of a given class, one section is likely to be all that will be needed, and hence the division cannot be well operated in many of the elective subjects in the smaller of the medium sized schools.

Class Objectives

A third practical use for tests is in measuring the success in reaching class objectives. One of the pressing needs in our high schools today, even more than in the grades, is that of definite objectives or goals.

B. R. Buckingham, in the Journal of Edu-

cational Research for June, 1924, says: "You cannot get along without norms of some kind. To do so is to work without chart or compass or guiding star. In reality we do no such thing. We have standards—we all use them. The issue is not between standards and no standards; but rather between good and bad standards, or definite standards and indefinite standards."

Since standard objectives are mostly lacking and but partially practical where worked out, it is up to each individual teacher to make some tests of her own, having previously worked out definite objectives, to see how she is progressing in her teaching.

In many subjects a teacher can make tests which are practical and successful in diagnosis of instruction. They are not standard, and hence cannot be used for comparison with other schools, but they can be made very valuable for a teacher's own class.

A diagnostic test should result in two benefits. It will show the teacher the weak points of all the class which are also probably her weak points in instruction, and it will show the weakness of each individual pupil. This latter fact can only result in showing the teacher the need of individual instruction. Just how this can be given is, indeed, a question. The commonest way is probably to give extra help during some vacant period or after school. This will probably continue until we solve more successfully the discipline question in the average class.

Superintendent Washburne says that individual instruction will solve the discipline question. Actual practice by an entire faculty will, doubtless, bring something of what Superintendent Washburne believes it will. I think, at least, that if the discipline problem is made no worse we will, at the same time, better the instruction.

Suppose we study for a minute a particular subject, algebra, in a class just learning the use of signs. We will assume that after a week of work in addition and subtraction of easy algebraic quantities, the teacher wishes to find the weakness in her teaching and to find the weak individuals and locate their trouble. She will make a test which will include all the different possibilities for mistakes in working with signs. She may also prepare a small chart which will show these same things which would probably include plus-plus operations, minus-minus, and minus-plus, along with others. On one axis she puts the pupils and on the other the possible mistakes. She records the mistakes made in the test on this chart, and can soon locate the main class difficulties and the points at which individuals are having trouble. After a few days of drill a similar test can be given. If all or nearly all have solved the problems correctly, the class is ready to pass on. Suppose, however, that the class still shows several who are making many mistakes; what is to be done? Evidently some individual instruction is necessary for the members who cannot yet use signs correctly cannot pass on to the next division of work. The other part of the class needs no more drill. In the light of modern methods the only thing to be done is to give those who are able more advanced work and hold those for more drill on the signs who need that drill. Only a skilful teacher can do this successfully at first, but practice and diligent study will work wonders, even with a mediocre teacher.

Failures and Teachers' Marks

Why do some students fall so far short of the objectives of any course that they fail? G. A. Feingold, of the Hartford high school, believes that his experiments show but two general causes of failure; viz., lack of ability and lack of effort. The former he found to be a much more prevalent cause in the lower classes, while the latter was more common in the upper,

although there was considerable overlapping. By consulting intelligence test records, a teacher may, in many cases, see which of these causes is operating. If the case is quite definite, she may handle it with a positiveness that will secure much better work and in many cases avoid ultimate class failure. If lack of effort be the cause, let various incentives be tried until a successful one is located. If lack of ability, let extra help, thoughtful consideration and the development of a spirit of confidence be tried.

That teachers' marks do not agree with intelligence test scores in all cases was shown by the results of correlations made from 214 cases in the Ellsworth high school. We found a positive correlation of $.51 + .034$. The comparatively low correlation is explained by two main facts, I believe. Quite a number of boys in the upper classes do not work up to their capacities. The author could cite a number of cases of this nature. We were able, in some cases, by individual conferences with these boys, to show them how they were falling below their possibilities and to get better work. I think this is a field in which we will be able to do more during the coming year.

The second explanation of this lack of correlation is that the judgments of teachers are sometimes faulty. Just how much is due to this is difficult to determine. Some teachers' marks showed considerable higher correlation than those of others. English showed the highest, but was this due to better judgment of the teacher or to the fact that most intelligence tests are better measures of English than any one other ability? The teachers in hand subjects had the lowest correlation, but this was also to be expected. So we are not able to formulate any definite charges against the teachers.

Miller suggests a practical scheme for showing the correlation of any class or group. I give it below:

Intelligence Score (axis)	Pupils who fall in this section are in the upper half of the class in intelligence but in the lower half in school marks.	Pupils who fall in this section are in the upper half in both intelligence and school marks.
	Pupils who fall in this section are in the lower half in both intelligence and school marks.	Pupils who fall in this section are in the lower half in intelligence and in the upper half in school marks.
School Marks (axis)		

Comparisons Which Are Dangerous

A fourth use of tests is to make comparisons with other schools regarding the work done as shown by the results. This must be very carefully handled, however; for the comparisons may not be fair. In order to be of much value, the comparisons must be made with schools similar in size, type, class of students, kind of supervision, and content of courses. If, for the purposes of comparison, standards of unknown schools are used, it will be well to find some in which the median is slightly higher in order to make a higher standard for competition. School spirit may be used to get individuals below their own school median to try to raise their score to that point, while the more brilliant may be enjoined to help raise the standards of those who are naturally slower.

Another practical use of tests is for the purpose of judging the amount and standard of

quality of work done by any individual as compared with what he can do. The common method is to work out the A. Q. in each of the subjects in which standard tests are available. Very probably these will show that the person with the greatest ability is not working as hard and accomplishing as much in ratio with his ability as the person of lower mentality. The bright student can reach our goals with comparative ease, while the dullard must plod long and hard. When we find some way to give recognition to the one with the high A. Q. we will have gone a long way toward making our education more democratic. The very fact that a student knows he stands high in one mental quality, at least, will be of great incentive to him. It will not be necessary for us to say exactly how the A. Q. is determined, but some recognition on the pupil's report card is certainly advisable, or will be as soon as our technique is perfected.

Four steps are necessary in determining the A. Q. First, get the raw scores on a standard intelligence test, on subject tests and the child's chronological age. Second, reduce to quotients by dividing age and scores by respective class medians in each. Third, reduce the quotients to I. Q. and E. Q. by dividing through by the age quotient. Fourth, divide the E. Q. of each pupil by the I. Q. and the resulting quotient will be the A. Q.

Summary: The main possibilities for use of tests and measurements in improvements of instruction are:

1. For placement in courses.
2. For sectioning classes in ability groups.
3. For measuring the success in reaching class objectives.
4. For comparisons of standard of work done by classes within the school and with classes outside the school.
5. For judging the amount and standard of quality of work done by a student as compared to what he could do.

THE SUPERINTENDENT'S PREPARATION FOR THE MEETING OF THE BOARD OF EDUCATION

Barton Morgan, Ames, Iowa

The superintendent of the village or consolidated school should prepare more carefully for the meeting of his board if he is to rise from the position of head-teacher to that of chief administrative officer in his school system. The powers and duties of the superintendent are delegated by the board rather than defined by the statutes in most of our states, therefore, he should make use of every opportunity to gain the confidence of his board. He should make careful preparation for the board's formal meetings. The following suggestions should prove helpful:

1. Try to learn as soon as possible the personal traits and special interests of each member of the school board.
2. Get advance information as to the new business which the board is to consider and be prepared to give helpful suggestions.
3. Have a list of requests you have to present to the board. Be sure they are of major importance and be prepared to present them in a minimum amount of time. Have your approach and attack well planned. Be able to produce logical and definite arguments to back your requests.
4. Be prepared to start the board off in good humor by telling a story; relating a humorous incident; or in any other way that may seem fitting. The same procedure is to be recommended when unnecessary friction seems to be developing during the meeting.
5. Be a guide rather than a dictator. Be a good loser. Do not talk too much.

6. Keep the board posted on all events, especially those which pertain to the functions of the board and those which might develop friction with patrons.

7. It is often a good plan to have individual conferences with members of the board concerning things which you wish them to consider.

8. Never criticize one board member to another. Be free to give the board credit for all things they do. Leave the first person singular pronoun out of your professional vocabulary.

9. Study the methods used by the best salesmen. Apply these methods in selling the school to the school board. Be business-like rather than dramatic.

10. Develop and use common sense.

There may be other factors even more important than these; but, if these ten are carefully considered, it will give the average village superintendent a big lift.

The insubordination brought to light here should serve as a caution that the teacher is not observing the ethics that must control, and that a wilful violation in one instance may indicate a general lack of ethical standards. No self-respecting teacher can, in justice to herself and to her profession, ignore these standards. Neither can a member of the board of education, consistent with his office, encourage practices that will weaken rather than strengthen the school system.

IS VISITING SCHOOL A PART OF THE OFFICIAL DUTY OF SCHOOL BOARDS?

James Whitecomb Riley, in one of his beautiful poems, has told of the wonderful encouragement in a hand upon one's shoulder in a "friendly sort o' way." Did you never pause to consider that many times the teacher in the district or village school is in need of this or a similar kind of encouragement?

In many such districts where the county superintendent's visits are about twice a year, and then only for a few minutes each time, the teacher longs for an occasional visit from some one who might be able to offer some kind of constructive criticism that might be helpful to her in her work.

Too often our school boards feel that they have executed their duty in full when they employ the teacher. They do not seem to know that their presence not infrequently would be an encouragement to the teacher and an inspiration to the pupils in general.

It's mighty helpful you know to feel, in whatever occupation you may be, that some one else beside you, is interested in the work you are doing.

Teachers are very human in that they enjoy the companionship of grownups as well as pupils. And, especially, do they crave constant cooperation with those who are authorized to give them counsel and advice.

So school boards, especially those of villages and rural districts, would not go far wrong if they would visit the school frequently, and not put off visiting school until that day when they call to see about some much needed equipment, they "drop" into the classroom for a few minutes, more as a matter of courtesy than through a sense of official duty.—*Franklin Young Harper.*

—Supt. C. C. Hughes of Sacramento, Calif., has prepared a new rule for adoption by the board, which would forbid the discussion of political subjects in the schools. The rule is as follows. "Teachers and principals of the schools shall not allow taking of straw ballots for individual candidates seeking election to any office. They shall refrain from personal mention of candidates. Social science teachers may talk on the fundamentals of the national, state, city and county government impartially, and allow the students."



POTTER OPEN AIR SCHOOL, INDIANAPOLIS, IND.

Herbert Foltz, Architect, Indianapolis.



TYPICAL CLASSROOM AT THE POTTER OPEN AIR SCHOOL, INDIANAPOLIS, IND.

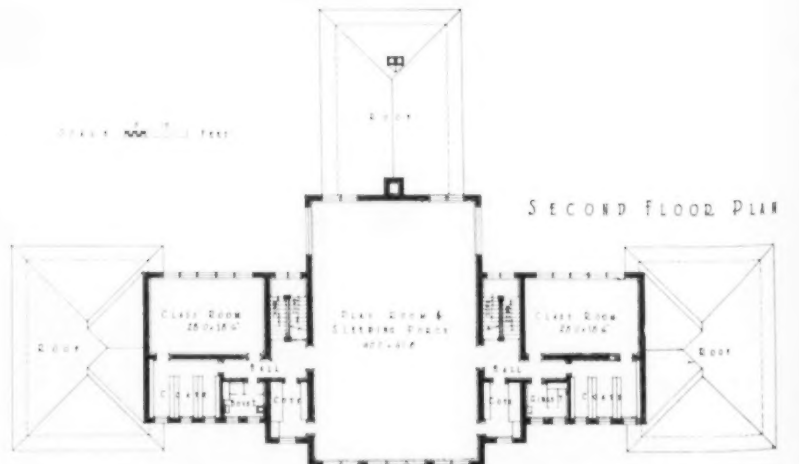
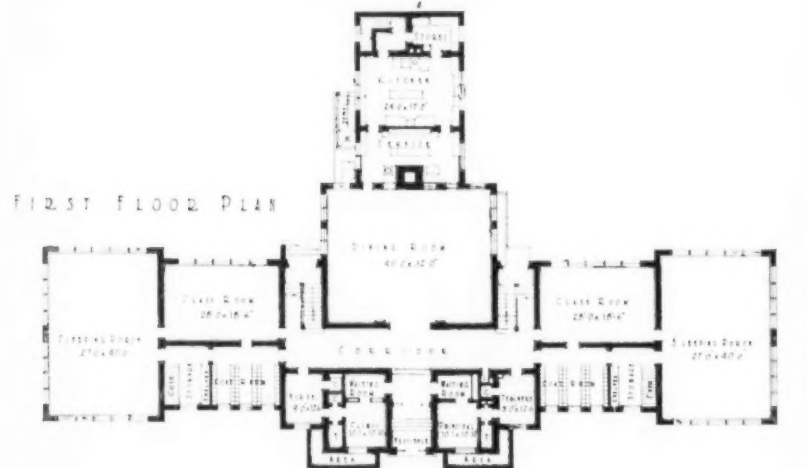


MESS ROOM.



A SLEEPING PORCH.

POTTER OPEN AIR SCHOOL, INDIANAPOLIS, IND.

TOP, KITCHEN; MIDDLE, DISPENSARY; BOTTOM, A GENERAL EXTERIOR VIEW.
POTTER OPEN AIR SCHOOL, INDIANAPOLIS, IND.FLOOR PLANS OF THE THEODORE POTTER FRESH AIR SCHOOL ON
ARSENAL TECHNICAL HIGH SCHOOL GROUNDS,
INDIANAPOLIS, IND.



SCHOOL AT CHRISTIANA, DELAWARE.

Guilbert & Betelle, Architects, Newark, N. J.



SCHOOL AT ODESSA, DELAWARE.

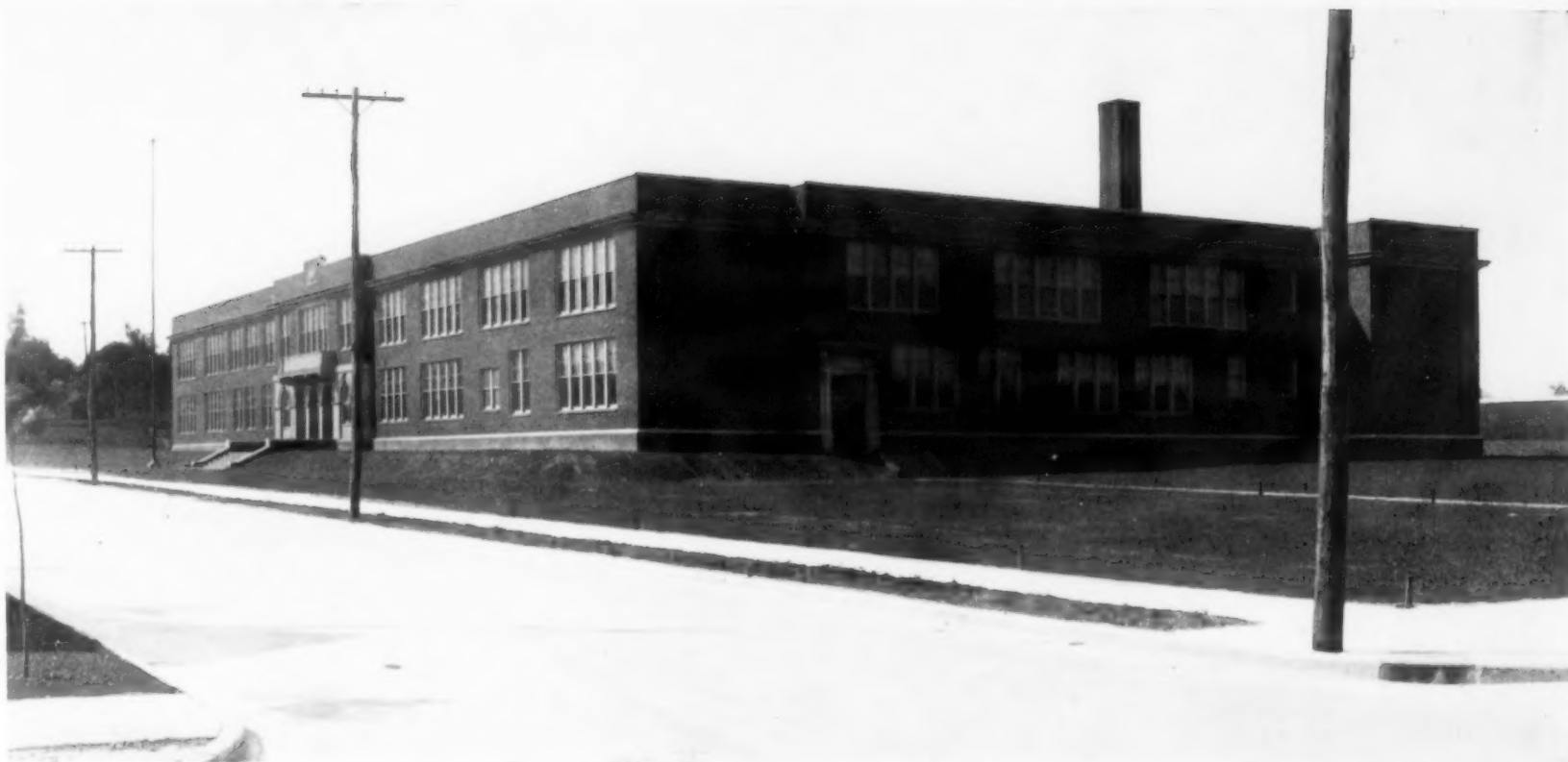
Guilbert & Betelle, Architects, Newark, N. J.



CLASSROOM IN SCHOOL AT CHRISTIANA, DELAWARE. (See exterior over-leaf.)



COMMODORE MacDONOUGH SCHOOL, NEAR ST. GEORGES, NEW CASTLE COUNTY, DELAWARE. (See Pages 47-48.)
Erected with the aid of the funds of the Delaware School Auxiliary Association.

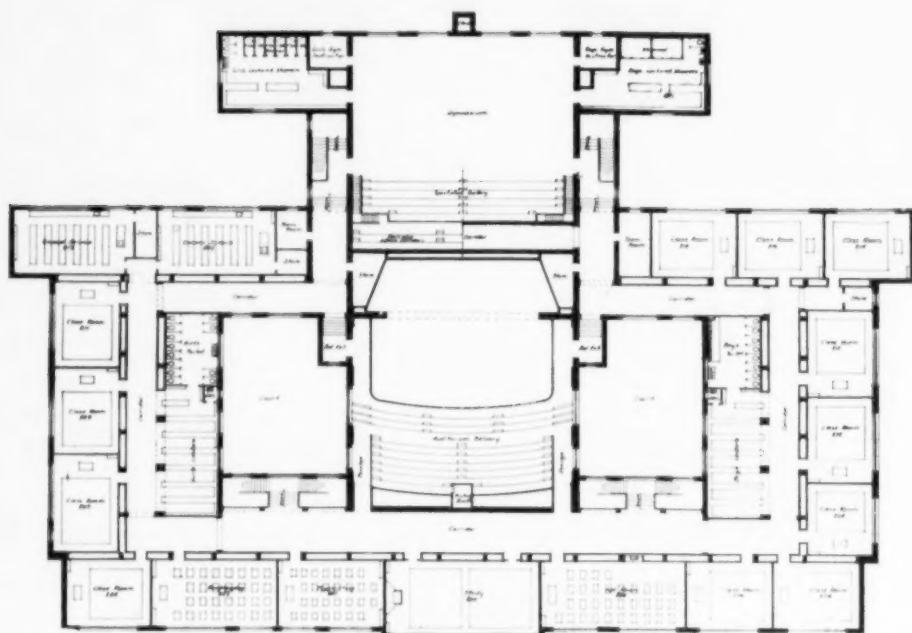


GENERAL VIEW.

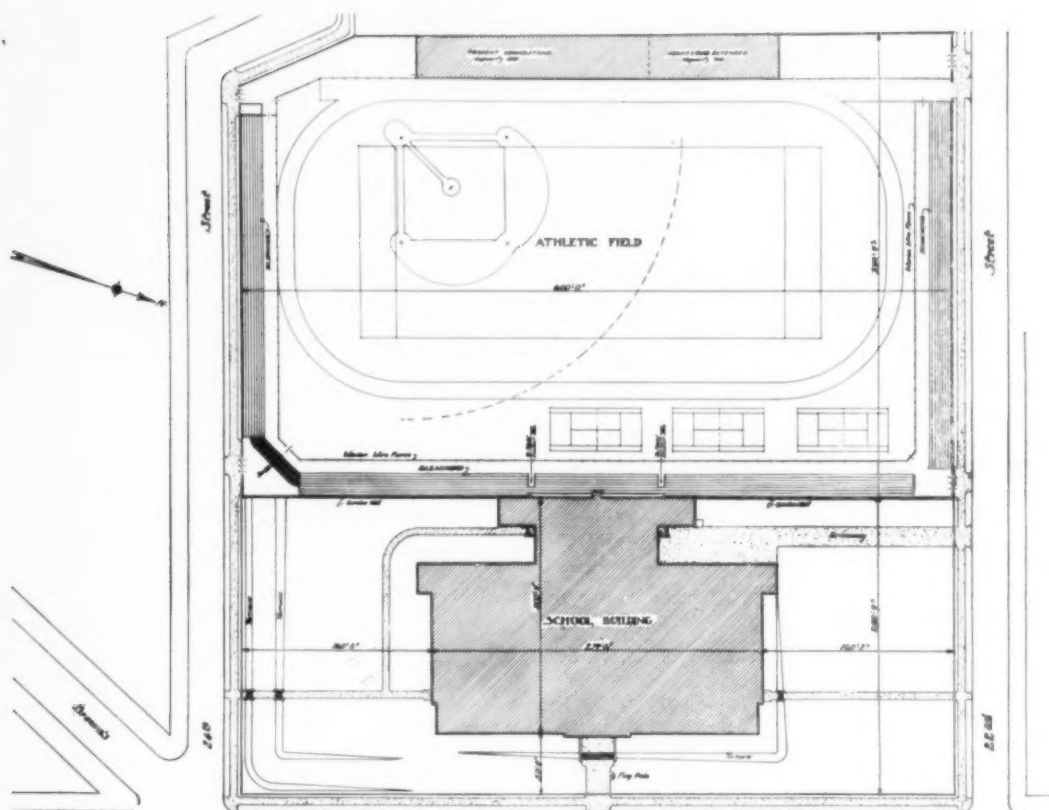


ENTRANCE DETAIL.

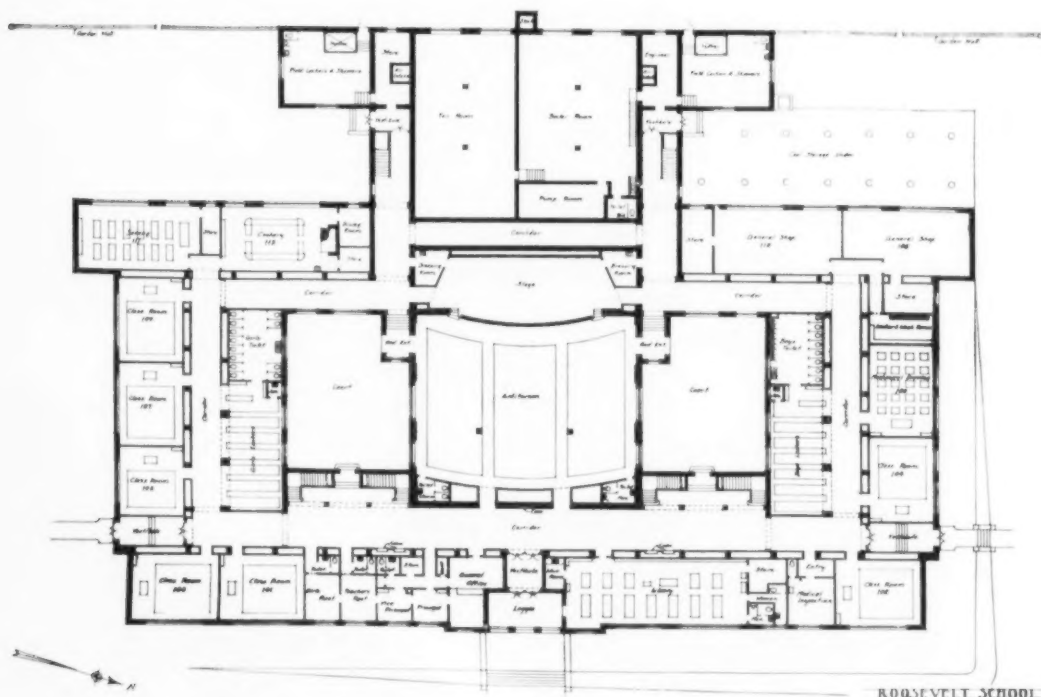
ROOSEVELT SCHOOL, ERIE, PA. W. W. Myers, Architect for the Board of Education.



SECOND FLOOR PLAN.



PLOT PLAN.



First Floor Plan

ROOSEVELT SCHOOL
City School District of the City of Erie, Pa.

ROOSEVELT JUNIOR HIGH SCHOOL ERIE, PENNSYLVANIA

W. W. Myers, Supervising Architect

The building is designed for the work which is carried on in intermediate or junior high schools. It is of the plain box shaped, enclosed court type, two stories high and, with the exception of the space required for heating and ventilating apparatus, is without basement. There are five entrances and exits on the first floor directly connected with the corridors, which extend entirely around the building on each floor, forming a continuous line of travel to each department with four well lighted stairways conveniently located. Separate toilet and locker rooms for girls and boys are conveniently situated on each floor.

Offices for the administrative work are located adjacent to the main entrance and consist of an outer office with private offices for the principal and assistant principal, store room, vault, and private toilet room. A master clock is located in the outer office, controlling the program and room clocks and bells throughout the entire building, also the switchboard in connection with the house telephone system.

A rest room for teachers and a rest room for girls (retiring rooms) with separate toilets for each room are located adjacent to and connected with the offices.

The medical inspection room is advantageously situated off the main corridor on the first floor and consists of one large room with entry and separate toilet room.

The auditorium is in the center of the building; the main floor is saucer-shaped with the principal entrances on a level with the first floor. The principal entrances to balcony are on a level with the second floor and the balcony seats are set on steps. The auditorium is arranged to serve for all of the school activities and for community meetings. The seating capacity is 1,015 and moving picture apparatus is provided for. Separate toilets in connection with the auditorium are provided for men and women. The stage has a seating capacity of 200 and is equipped with Shakespearean curtain, footlights, and a gridiron above for scenery; two dressing rooms are provided on stage.

The library is located adjacent to the main entrance and is arranged to serve for a citizens' library, with separate entrance from loggia, and is provided with store and work rooms and separate toilets for men and women. The book capacity is 3,500 volumes; the seating capacity is 62.

The gymnasium is located at the rear and center of the building and is arranged to serve for community use in addition to all school activities. In each of the separate locker and shower rooms for girls and boys, adjoining the gymnasium, an individual compartment is provided for each pupil. The spectators' gallery has a seating capacity of 340. Adjoining the gymnasium are the offices for the girls' and boys' instructors. Two team rooms are provided for the use of the school football, baseball and basketball teams.

The paved courts adjacent to auditorium serve for open air play and physical exercises.

Two separate shower and dressing rooms are provided with direct connections to the athletic field, immediately west of the building, and are arranged for community use exclusively.

There are nineteen regular classrooms and one large study room. Each room is provided with stationary pupils' desks, supply case, bulletin board and blackboards.

The cookery is on the first floor and is provided with a model dining room and store room.

Educational engineering as related to the planning of school buildings is a new profession. Its technique is in its infancy. This article

(Concluded on Page 140)



BROWN JUNIOR HIGH SCHOOL, FITCHBURG, MASS.

J. D. Leland & Co., Architects, Boston, Mass.

PLAN FOR FILING DATA ON SCHOOL ARCHITECTURE

The problem of filing data on school architecture under a systematic plan of classification has been worked out by Mr. Melville Dewey, author of the Dewey decimal system of library classification. The work was done at the request of Mr. Frank Irving Cooper of Boston, chairman of the N. E. A. Committee on the Standardization of Schoolhouse Planning and Construction. It is suitable for use in any public or college library, or school board office.

371.6	School Premises and Equipment.
.61	Grounds. Site.
.62	Buildings.
.62-1	Administration.
.62-2	Instruction.

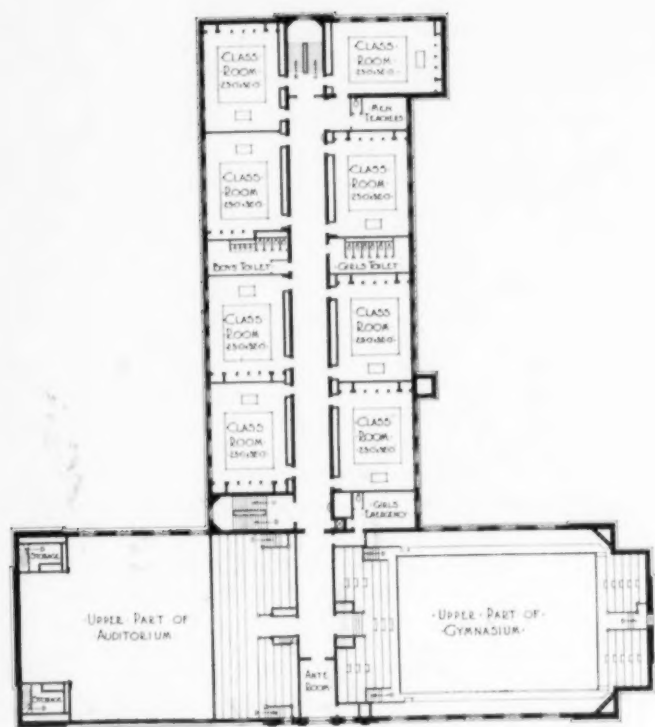
.62-3	Accessories.
.62-4	Stairs and Corridors.
.62-5	Vertical Flues, Ducts.
.62-6	Construction.
.62-7	Lighting.
.62-8	Heating and Ventilation.
.63	Furnishing and Decoration.
371.62-1	Administration. (Not over 16%)
.62-11	Committee.
.62-12	Superintendent.
.62-13	Day Principal.
.62-14	Night Principal.
.62-15	Secretary.
.62-16	Teachers.
.62-17	Medical.
.62-18	Engineer.
.62-19	Janitor.

371.62-2	Instruction. (Not less than 50%)
.62-21	Academic.
-21 c	Civics.
-21 cr	Classrooms (Grades).
-21 d	Drawing.
-21 h	Hygiene.
-21 k	Kindergarten.
-21 l	Languages.
-21 ma	Mathematics.
-21 mt	Manual Training.
-21 mu	Music.
-21 n	Nature Study.
-21 p	Physiology.
-21 pg	Physical Geography.
-21 sc	Sciences.
-21 st	Study.
.62-22	Laboratories.

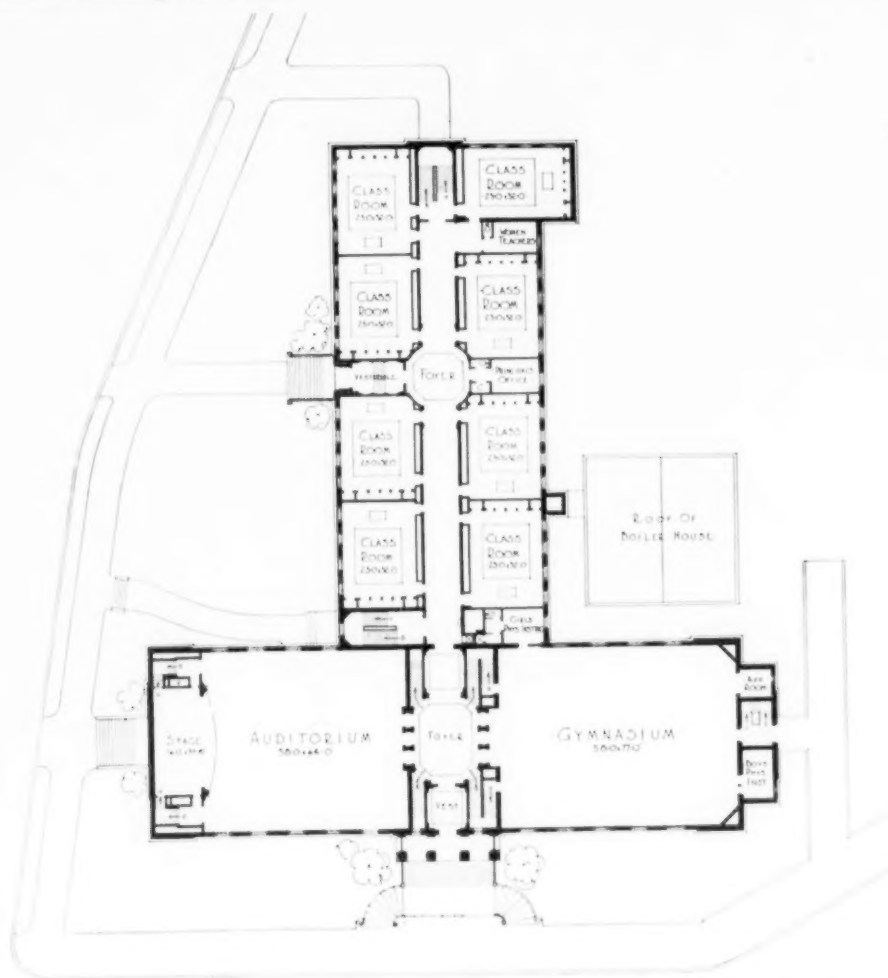


BROWN JUNIOR HIGH SCHOOL, FITCHBURG, MASS.

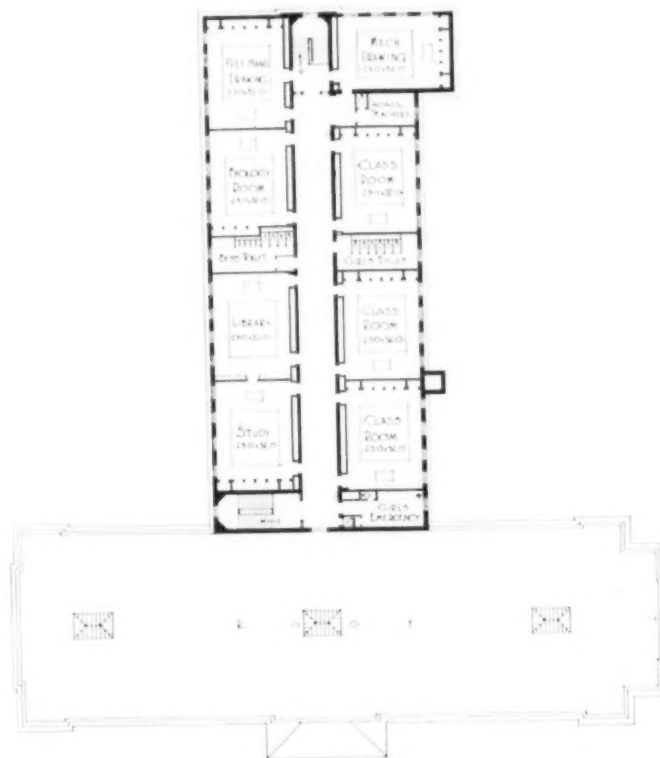
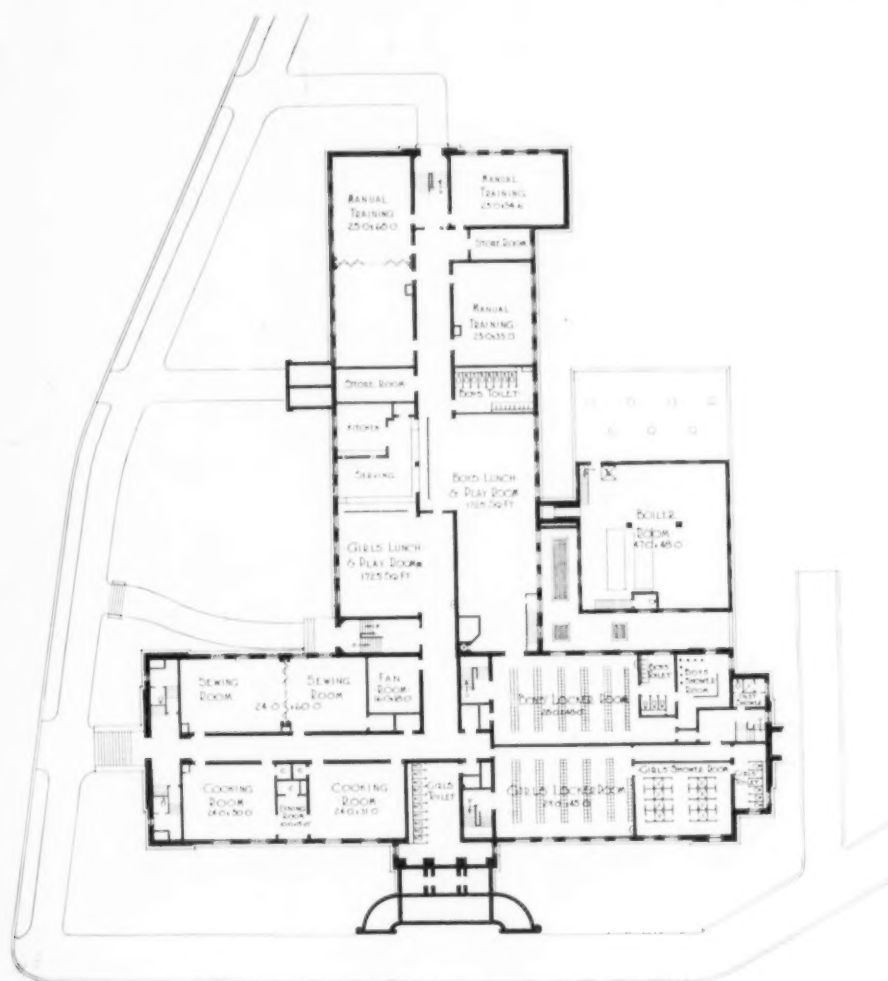
J. D. Leland & Co., Architects, Boston, Mass.



SECOND FLOOR PLAN, FITCHBURG JUNIOR HIGH SCHOOL, FITCHBURG, MASS.



FIRST FLOOR PLAN, FITCHBURG JUNIOR HIGH SCHOOL, FITCHBURG, MASS.



THIRD FLOOR PLAN, FITCHBURG JUNIOR HIGH SCHOOL, FITCHBURG, MASS.
J. D. Leland & Co., Architects, Boston, Mass.

BASEMENT FLOOR PLAN, FITCHBURG JUNIOR HIGH SCHOOL, FITCHBURG, MASS.

- 22 a Aquaria.
- 22 bi Biological.
- 22 bo Botanical.
- 22 c Chemical.
- 22 e Electrical.
- 22 l Lecture.
- 22 p Physical.
- 22 z Zoological.
- .62-23 Commercial Activities.
- 23 a Arithmetic.
- 23 ba Banking.
- 23 bo Bookkeeping.

- 23 bu Business.
- 23 e Elocution.
- 23 g Geography.
- 23 l Law.
- 23 ma Manicuring.
- 23 mi Millinery.
- 23 p Painting.
- 23 pd Poster Designing.
- .62-24 Industrial Activities.
- 24 a Automobile.
- 24 ae Aeronautics.
- 24 am Art Metal.

- 24 b Book Binding.
- 24 c Clay Modeling.
- 24 d Drawing.
- 24 dm Dress Making.
- 24 ec Electrical Construction.
- 24 f Foundry.
- 24 fs Forge Shop.
- 24 ms Machine Shop.
- 24 p Printing.
- 24 pm Pattern Making.
- 24 sm Shoe Making.
- 24 sms Sheet Metal Shop.

(Concluded on Page 140)

Protecting School Property

Frank Emerich.

The problems of the schools, outside the classroom, are increasingly absorbing the attention of school authorities. Among the foremost of these problems is that which concerns itself with the play hours and the playgrounds of the schools, and in the consideration of this particular problem the safety factor for the children is, perhaps, the most considerable element. This, of course, is not the only factor involved, but it is a decidedly important one.

This problem of the child's safety must take into account several factors of more or less importance, but it is generally conceded that the one primary consideration is restraining the child within the school playgrounds and the method to be utilized to do this.

In densely populated cities, this problem is of peculiar importance because street dangers are being multiplied many times almost overnight in these days of the crowding of city streets with vehicles. But, it is not alone in the city streets that the problem is acute. The motor vehicle has brought about so vast an increase in roadway travel generally that country roads and village streets are often almost as prolific of danger promise as city streets, and always offer a considerable hazard to the children's safety.

Before the traffic problem became so acute as it is today, it was thought that personal playground supervision would afford all essential protection and that permanent restraining devices might not be necessary. This idea has been pretty well discarded, because obviously, with the increased number of pupils in the schools; the more diverse character of the play apparatus that is utilized, and the greater congestion of the roadways and streets adjacent to school property, it has become a physical impossibility for personal supervision to effect the desired results.

Besides, personal supervision is only practically feasible during school hours, when teachers may be assigned to this task. The wider use of the school plant—a use which is constantly growing and which particularly affects the school playground—means that these school playgrounds are utilized to an enormous degree outside of school hours. And, even if it were possible to restrain the children by personal supervision at such times, the cost of doing so during the late afternoon and evening, when school has adjourned for the day, would be prohibitive.

Besides, personal supervision, no matter how carefully the task is performed, is necessarily imperfect. It requires a device of a mechanical character which may be constantly available to insure the best results.

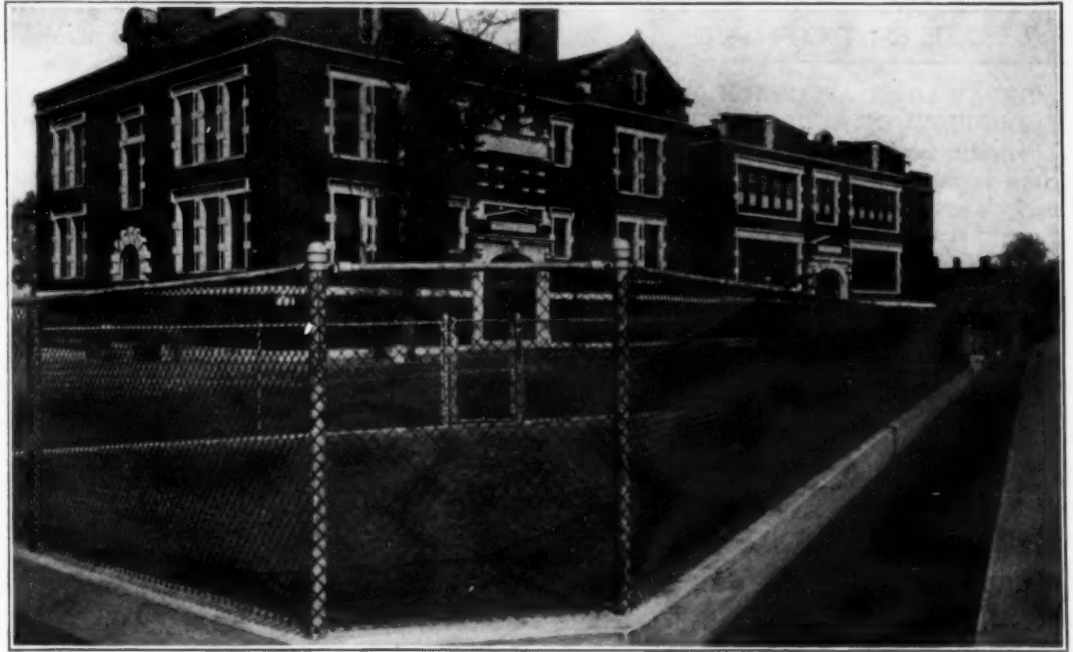
This means adequate fencing of school property.

Many authorities are agreed upon the desirability of fencing school property. The proper type of fence obviously prevents the children from leaving the school grounds during play

periods, and, therefore, affords a safety element whose value cannot be overestimated.

In our large cities, where there is a great volume of automobile traffic, it is particularly desirable to restrict the children to school grounds, but even in small cities and country districts this necessity is acute, because while traffic is not so great there, it is apt to be moving much more rapidly, and, consequently, offers an almost equal threat of danger. It is also desirable that school property be fenced for a number of other reasons aside from the element of safety.

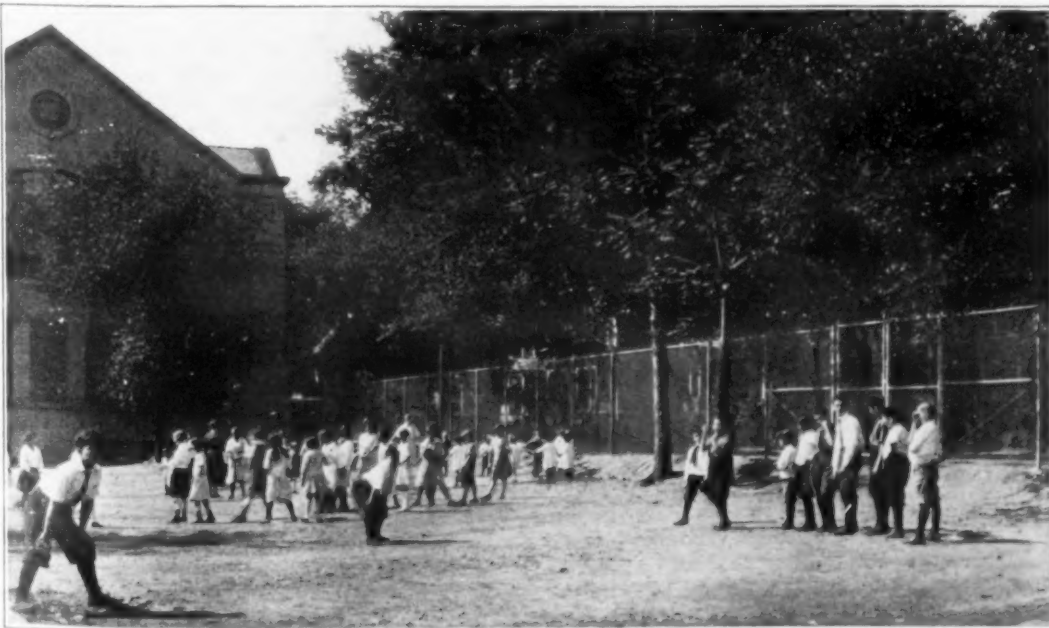
There is the question of economy to be considered. A great deal has been said and written



THE ATTUCK SCHOOL, KANSAS CITY, MO., IS LOCATED ON TWO HEAVILY TRAVELLED HIGHWAYS.



THIS SCHOOL GROUND IN CINCINNATI ADJOINS DIRECTLY ON A ROADWAY.



THIS FENCE PROTECTS CHILDREN AND PASSERSBY—AND WINDOWS OF THE NEIGHBORING HOMES.

against the fencing of school property on the score of economy, but it is doubtful if this argument will hold water. In the first place, there is no real economy which permits danger to the lives and bodies of the children. Considered, however, upon the mere dollars and cents basis, the question arises as to whether damages resultant upon injuries to children, due to the unfenced condition of school playgrounds, do not entail a larger expenditure in the long run than the erection of a proper restraining device, such as a fence.

While it is true that state laws are usually drawn in a manner to absolve school boards from liability for injuries in or about the school grounds, it is also a fact that courts are increasingly holding boards of education liable on the theory that it is essential that every possible precaution be taken to safeguard the physical welfare of the children and against their possible injury.

And whether there is legal liability or not, there can be no possible question of the moral obligation of school boards to safeguard the children entrusted to their care.

However, there is another element which must be considered when the question of economy is broached. That is the conservation of playground apparatus. This apparatus is coming into use more and more in school and other public playgrounds. It is costly. It is highly desirable that it be protected. Yet, this cannot be done, except during school hours when there is personal supervision, unless playgrounds are adequately fenced so that loafers, loiterers and malicious trespassers may not have access to these grounds at night. It has often happened that there is a malicious destruction of playground property by boys having a grudge against the teacher, and much destruction by vandalism that seems to be prompted

(Continued on Page 120)



THE AMERICAN School Board Journal

WM. GEO. BRUCE }
WM. C. BRUCE } Editors

EDITORIAL

DELAWARE'S APPROACH TO THE PROBLEM OF SCHOOL SUPPORT

The testimony which has been brought to the surface in recent years is to the effect that if America's system of popular education presents any weak spots these are mainly found in the outstanding fact that educational opportunity is not equally distributed. The subject of school support has by no means been brought upon an equitable basis. Readjustments are still in order.

It is needless to point to the fact that, on the whole, high standards have been attained and that the momentum which the schools enjoy at the present time is wholesome in character. But, it is equally apparent that the problem of the poor district as against the rich district, and the inadequacy of school plants as well as of their maintenance, still remain to be solved.

Educators have not hesitated to bring the facts to the surface and to urge relief. But, circumstances have not always permitted them either to get at basic causes or to recommend radical readjustments. When the question of adequate school support involves a revision of a whole fiscal system the most courageous may pause. The ramifications may be so numerous and the conditions on the whole so complex that the task of securing relief may appear like a hopeless one.

It nevertheless follows that if school support on the one hand is inadequate, and the present sources of taxation on the other are overstrained, new expedients must be sought. In other words, if the system of taxation employed is defective, then it also follows that correctives may be suggested. And those who propose relief must come prepared with a remedy. Facts and figures must be demonstrated. Rational expedients must be advanced.

The state of Delaware has set an example in just what is meant here. Its educational leaders have come forward with a school building program that contemplates consideration of the entire state fiscal system. It goes to the very core of the taxation question.

The forces that were enlisted in the cause found their best impulse in private initiative. The educational authorities had done their best, as this was done in other states, but the legislature became balky. Private initiative, however, was not to be balked. It proceeded with patience, with circumspection and with method to lay bare all the conditions and their possibilities, and propose the solution.

The subject of taxation was considered as being basic to the proposition as a whole. The investigators traveled into the domain of state taxation and familiarized themselves with every phase of the same. They found that real property was bearing its full share of the tax burden, that the corporation tax could not wisely be raised, and that the personal property tax was a notorious failure. But there was the

income tax. Time and experience had demonstrated its feasibility. The state had tried it. It was just in principle and practical in administration. It promised an increased revenue yield without working hardships upon any one.

When we find the income tax principle defeated, as this was done at the autumn elections in Michigan and Oregon, we begin to wonder how the school people voted. In Michigan the teachers openly opposed the income tax because perchance it might exact a small tribute from them. The larger objective, however, was overlooked, namely, the establishment of a sound system of taxation which would insure adequate school support, and which also implied a proper compensation for professional services.

The real lesson, advanced in the Delaware departure, which is described in another column of this JOURNAL, must be found in the manner of approach and the thoroughness with which the school champions in this instance performed their task. Under their treatment of the problem of public finance, taxation and fiscal policies no longer remained a dark mystery. The status of things became plain and the way out to a rational solution became clear.

COURTESY AND TOLERANCE IN EDUCATIONAL CONTROVERSY

The spirit of combat is not wholly confined to the prize ring or to warring nations. It asserts itself wherever men of mind and heart and red blood gather in arriving at concerted action or to achieve a purpose.

Thus, in the councils of men, from the humblest town meeting to the exalted halls of Congress, there is contention and a clashing of ideas and notions. The fire of combat is liable to burn with threatening fierceness. And yet true progress is, after all, only a battle of ideas in which men seek to rescue the truth from the fetters of doubt and darkness.

One of the most wholesome stimulants to the educational progress of the nation is found in the intellectual combats engaged in, on both the rostrum and the printed page, by men of opposite views on controversial questions. In the debates thus staged, the most involved question is subjected to a sifting and clarifying process with the result that truth is bound in the end to come to the surface.

While men may honestly and zealously seek the truth, they may not always possess the power to discern truth when they have found it. Truth may stand out in bold relief and yet a defective vision may lead the individual mind to a faulty appraisal as to its outline, form, and luster.

The seeker of truth, however, who crosses swords in order to find it must subject himself to the rules of combat. From the prize ring where brute force wins, to the senate chambers where truth is supposed to win, certain rules and ethics must be observed if an acceptable decision is to be reached. The fistic combatant is cautioned not to hit below the belt; the debater must avoid personal or irrelevant allusions; finally lung power and muscle decide one combat, lung power and votes decide the other.

There is probably no time or place in which a code of ethics ought to be more rigidly observed than on the forum of educational controversy. The educator, above all men, should observe the rules of combat, treat his adversary with courtesy, hold strictly to the subject in hand, and gracefully abide by the judgment of the multitude. Such action notes sportsmanship and characterizes the true gentleman.

An observer in the field of education may have noted in recent years those among the debaters who have manifested an irritable temper and a degree of intolerance. Instead of holding strictly to the issue in hand they have taken occasion to question the sincerity of their adversaries, belittle their past record, and resort

to devices designed to create prejudice. In other words, they have been hitting their antagonists below the belt.

The field of American education is blessed with many outstanding figures of commanding importance. They are devoting their energies and their lives to the cause of education, and their contribution to the progress of their time must be accepted in a spirit of gratitude rather than resentment. We may differ with some of their views and the manner in which they propose to reach the goal, but we cannot question either their sincerity or the high purpose of their contentions.

We are less concerned, for instance, with inuendo directed at the Butler, Pritchett, Strayer, Bagley, Wood, and Crabtree type of educational leaders than we are with the arguments which these leaders advance in support of their contention. Their high place in the educational life of the nation is established. No one should attempt either to belittle their standing or impugn their motives. But we are concerned in what they stand for. They are entitled to a respectful hearing when they speak. And this we must grant them.

The champion of education who on a controversial question approaches his adversary in an irritable mood and with an intolerant spirit, lacks assurance in his own cause and case. The consciousness alone that he has truth and justice on his side will steel his courage for the combat. He need not resort to trivial personalities intended to excite prejudice. The sheer force of argument—and argument only—will win the day for him.

Thus, patience and tolerance, rather than irritability and discourtesy, should characterize the American forum of educational discussion and controversy.

THE BABB'S SWITCH SCHOOLHOUSE HORROR AND THE LESSON

This country has, within the past two decades, witnessed several schoolhouse accidents of the most deplorable and distressing character. After the Collingwood, Ohio, schoolhouse fire in 1903, the calamity at Peabody, Massachusetts, came, followed by the schoolhouse horror near Camden, South Carolina, in 1923.

On Christmas eve, last, a district schoolhouse at Babb's Switch, located seven miles from the village of Hobart, Oklahoma, became the scene of a horrible fire in which thirty-three persons, adults and children, lost their lives. The simple details of the accident as recorded by the public press, were to the effect that a Christmas tree took fire, was inadvertently tipped over, spreading the flames, and that immediately a terrific panic followed. The horror that followed was mainly due, however, to the inefficiency of exits. The door opened inward instead of outward, and the windows were covered with wire screens nailed on the outside to the window casings.

A fire may break out and a panic may ensue, but where a large crowd is temporarily packed into a room the escape must come through ample exits. But even exits are worthless unless they really afford an expeditious exit.

As the result of the Iroquois theater fire in Chicago, theaters all over the world are now equipped with asbestos curtains. But ample exits are deemed far more important. State laws demand them. The Collingwood schoolhouse fire brought into use the self-opening door latch. The lesson taught here was that while doors must be provided, these doors must remain unlocked from the inside or rendered readily unlockable in time of danger.

In contemplating the several schoolhouse horrors and the innovations and devices that have been provided to obviate them, there still remains the element of common sense precaution individually applied to each local situation or

instance. Without this precaution calamity is always within the range of possibility.

An architect may provide ample exits for ordinary conditions, and yet some one may allow a building to become so overcrowded that the exits in time of panic may be insufficient. Older buildings may be equipped with ample fire escapes and yet there may be failure in proper directions as to their use. Architectural wisdom and mechanical genius may guard against every possible danger, but individual precaution must give final assurance in the direction of safety.

To begin with, ample exits must be provided. The newer buildings are so equipped; many of the older structures are not. Doors must be open from inside. Safety door latches are practical. Fire escapes have their uses in certain instances. The introduction of these must, however, rest upon the judgment of those in charge of a school plant and must be determined in the light of existing conditions.

And here school authorities must not only guard against the dangers of fire, but more particularly against the rashness of a panic-stricken crowd. In time of accident calm and deliberation are usually cast to the winds and the mob spirit rules. The terror-stricken madly rush into danger rather than sanely elude it.

The Hobart horror should prompt a checking up of all school plants throughout the country, urban as well as rural, measure up the general elements of danger and the exceptional conditions that may lead to extraordinary hazards. As already stated, ordinary precaution may go a long ways toward preventing calamity, but individual judgment applicable to extraordinary situations, must also come into play.

THE TRUTH IN SCHOOL ADMINISTRATION PUBLICITY

If one were to judge the character of school administrative labors in this country by the accounts given of them in some of the city newspapers, he would conclude that the average board of education constituted a prize ring crowd rather than a well ordered body of men and women. The unusual and minor is frequently emphasized to the exclusion of the usual and important.

The doings of school administrative bodies, as published in the press of the day, are no doubt measured and metered according to their news value. The routine and commonplace has no interest for the general public, and when the editor decides between what his constituency ought to have and what it likes, he leans to the latter point of view. The public cares nothing, reasons the editor, about the good things the school system does. It takes it for granted that many fine things are done. But why talk about them!

It is not strange, therefore, to see educators become restive under the misleading reports dished out in the public press when school mat-

ters, in the light of many other doings, are permitted to sink into insignificance. Thus, Superintendent William McAndrew of Chicago recently, in addressing his principals, broke out in the following:

"If you examine American newspapers with the intent to compare your memory of a school incident with the printed account of it, you will often be astounded at the difference between the real and the reported. I attended a short time ago in a small town a meeting at which some school matters were discussed. Differences of opinion were expressed with calmness and courtesy. Next morning the town daily in astounding headlines announced 'Another School Board Fight.' Really, dearly beloved, as obligated to promote domestic tranquility, we ought to persuade the American press that the lavish use of such terms as 'denounces,' 'flays,' 'scorches,' 'slams,' 'defies,' 'threatens,' 'accuses,' and all the vocabulary of war is as stupid as it is wicked.

"As trainers of American citizens you and I teach tolerance, courtesy, sobriety, balanced judgment. To have school people portrayed as explosive, pugnacious, wranglers, who cannot hold different opinions without denouncing and defying one another, is to throw contempt upon the public schools, which, as I steadfastly believe, are the most respectable concerns of our American life."

There are newspapers, however, and many of them that make a truthful report of school board deliberations. And it is surprising how much good reading can be constructed out of the proceedings of a school administrative body. There are many things, quite regular and orderly, which lend themselves to interesting and instructive news articles. The newspaper reporter who visits a school superintendent, or reports a school board meeting, may see and hear many things that would lend themselves admirably to his reading column without exaggerating the inconsequential clashing of minds into sensational news. A keener interest in all that the schools stand for, and in the things that the public ought to know about them, would materially improve the school news column.

EQUAL PAY FOR MEN AND WOMEN TEACHERS

A year ago the legislature of New York state enacted a law whereby all teachers, male and female, in the state were to be put upon an equal pay basis. At the time the measure was under consideration, the various arguments pro and con were brought out with the result that the legislature accepted the principle of like service and like pay, leaving the school authorities to find the necessary adjustments.

The expediency side of the question was not immediately apparent. The equalization process, it was believed, was simple and easy of enforcement. It required some raising and lowering of salaries, and in the end the adjustments could be readily found.

The argument that the pay of men and women, when it comes to the question of compensation afforded in other fields of labor, varies considerably and that the male worker invariably commands a higher compensation was not accepted. Nor did the desirability of attracting men to the teaching profession, through inducements better than those accorded to women, have the appeal that was expected.

Now it appears that the administration of the law is colliding with the exigencies of school finance and some interesting situations are developed. At Syracuse, for instance, the school authorities are sorely tried. To raise the pay of women teachers upon a par with that of the men teachers will involve a larger increase by

far than the budget can bear. To reduce the male teacher's salary will cause disruption of the school system.

The Syracuse *Journal* in commenting upon the situation says: "Reduction of salaries of men teachers in the Syracuse schools will cause trouble. It will tend to wreck the system that is being built up. It will drive able men from the profession or out of the city to better positions and will react against the welfare of the pupils.

"The threat to cut salaries is a poor shift to get around the equal pay law. It has cropped up several times and now appears to be coming to a climax. It is essentially wrong. The money saving would not pay for the loss in efficiency.

"A policy of economy in national, state or municipal affairs is praiseworthy. Lopping off budgetary items does not always impair the good working of the department which suffers the cut. But when educational progress is hampered, it is not economy; it is waste. And reducing the salaries of men teachers will harm the system."

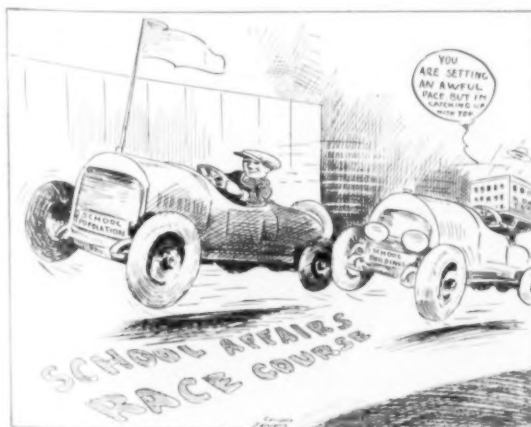
On the other hand the board of education is facing an extremely large budget for the present year. The city council, which has the last word on school budgets, always does some trimming. It adjusts school expenditures in the light of other municipal needs. This may mean that the schools get what they are entitled to and it may mean the reverse.

If the salaries of men teachers cannot safely be reduced, then the logic of an equal pay law compels the increase of the salary of the women teachers. The law of supply and demand is eliminated from the issue. The public pays for the services it receives according to its value regardless of whether this service is performed either by men or by women. This is as it should be. Sex discrimination is no longer tolerated.

Several cities in New York state observed the equal pay principle before the law went into effect. A test vote on the subject taken by the Associated School Boards and Trustees of New York showed that twenty-six boards were opposed to the law, six favored it, and thirty-two remained neutral.

The question which arises finally in this controversy is whether after all it is wise on the part of the lawmakers of a state to place restrictions upon the local boards of education which cannot, without excessive strain and embarrassments, be complied with. Whether one subscribes to the equal pay principle or not there are local conceptions and local conditions which cannot be ignored.

The question, too, arises here as to just where the line should be drawn between a state mandate and local independence. One of the best incentives to the development of the American system of education has been found in the freedom of action accorded to local authority.



NECK AND NECK.



SCHOOL MANAGEMENT—"GET OUT OF YOUR SWADDLING CLOTHES AND CLIMB INTO THESE."

The Department of Superintendence at Cincinnati

Announcement has been made that preparations for the meeting of the Department of Superintendence at Cincinnati, February 22nd to 26th, have been practically completed. From the standpoint of the program and its importance; from the standpoint of attendance, which is expected to break all records; and from the standpoint of popular interest, every indication points to the fact that the meeting will be the greatest in the history of the organization.

President William McAndrew is basing his entire program on the slogan of "the American ideals," and is exhibiting his usual originality in the selection and wording of subjects. The list of speakers has been made up not only of notable superintendents, but includes some national figures in public life who have not in the past found acceptance as N. E. A. speakers.

Railroad Rates

The department has arranged for special one and one-half fare tickets for the round-trip, applicable for members of the Association and dependent members of their families. The tickets will be sold on the identification certificate plan, and will be good only via the same route in both directions.

Tickets will be sold from central Passenger Association territory beginning February 18th and ending on the 25th. Validations in Cincinnati will be made February 21st to March 4th. Passengers must reach their original starting point not later than Wednesday, March 4th. Dates of sale and return limits for the New England, Western, and Southern associations will be extended to correspond with the central dates expected to allow for corresponding travel to the most distant points. Facts can be had from local ticket agents.

Identification certificates will be ready for distribution January 10th from J. W. Crabtree, 1201 Sixteenth Street, N. W., Washington, or from the respective state N. E. A. directors. No adjustment of fare can be made after arrival at Cincinnati where identification certificates have not been obtained.

Meeting Places and Exhibits

The general sessions of the convention will take place in the Cincinnati Music Hall, which will also take care of the registration and post-office accommodations.

The opening vesper service on Sunday will be held in the Withrow High School. Other meeting places which have been selected for various sessions of the convention include the Hotel Sinton ballroom, the Gibson Hotel ballroom, the Woodward High School, and the Hughes High School. The meetings of the Department of Superintendence proper will be held in the Withrow High School, the Cincinnati Music Hall and the hotel ballrooms. The exhibits will be housed in the exposition halls, and will include displays of the best in school work. The exhibit of commercial and other organizations will be more complete than ever before and will occupy 175 units of space.

The Program

Sunday, February 22nd

The Faith of the Founders, Supt. Randall J. Condon, Cincinnati, Ohio.

Monday, February 23rd

Why Is Superintendence? Supt. Jesse H. Newlon, Denver, Colo.

What Is Superintendence? Supt. Charles S. Meek, Toledo, Ohio.

What Progress Has Superintendence Made? Payson Smith, State Commissioner of Education, Boston, Mass.

Equality of Educational Opportunity, Hon. John J. Tigert, U. S. Commissioner of Education, Washington, D. C.

Equality of Opportunity in the North, Ernest W. Butterfield, State Commissioner of Education, Concord, N. H.

Equality of Opportunity in the South, A. F. Harman, Superintendent of Montgomery County Schools, Alabama.



DR. WILLIAM McANDREW,
Chicago,
President of the Department,
who will preside at Cincinnati.

Justice for Pupils, Supt. H. O. Dietrich, Norristown, Pa.

Justice for Teachers, E. Marie Gule, Columbus, Ohio.

Justice in High Places, Arthur C. Perry.

Student Self-Government, John O. Chewning.

Controversial Subjects, A. B. Meredith, State Commissioner of Education, Hartford, Conn.

Labor and Capital, Matthew Woll, American Federation of Labor, Washington, D. C.

To Increase the Educated Quota, the All-Year School, Supt. H. C. Weber, Nashville, Tenn.

Fortification by Public Opinion, Erie C. Hopwood, Editor, Plain Dealer, Cleveland, Ohio.

Safeguarding Peace, F. L. Beale, Major, U. S. Army, retired.

AN INVITATION

THE SCHOOL BOARD JOURNAL does me the courtesy to offer space for an invitation to attend the annual convention of the Department of Superintendence in Cincinnati, February 21st-28th, 1925. Whatever cordiality words can express is intended in this brief welcome to superintendents, principals, and school managers, to join the superintendents of the country in this annual revival of purposes and plans. Cincinnati was chosen as a result of ballots distributed to every state in the Union. The response was overwhelming. The whole South and his wife is coming, as never before. Cincinnati is well supplied with hotels and restaurants, but the visiting schoolmen have, at this writing, engaged all the hotel space. Fairness and honesty requires this statement to be frankly made. The Queen City, however, is opening its homes to take care of the visitors. Earl T. Gold, Board of Education, Denton Building, has organized a staff for placing guests in homes. Cincinnati teachers have canvassed the city for rooms in private residences. As a result, the secretary says he can find no indication of diminution of advanced registration for attendance at the convention. I do not foresee any inconvenience or discomfort in sight for any visitor who writes Mr. Gold in advance.

The convention has for its main theme "The Public School and National Ideals." Addresses and discussions by laymen, board members, superintendents, and students of education will cover the fundamental American purpose of schools, the essentials of superintendence, equality of educational opportunity, justice for pupils, teachers and citizens, and other projects connected with public school service too numerous to mention in the space available.

So, come on, renew your youthful enthusiasms, meet your fellow laborers, and return to what Lincoln called "the greatest service that we as a people can be engaged in."

WM. McANDREW,
President, Dept. of Superintendence,
National Education Association.

Monday Evening, February 23rd

A More Perfect Union, Raymond Robins, Chicago, Ill.

Tuesday, February 24th

Dollar for Dollar, Supt. Carleton B. Gibson, Savannah, Ga.

How We Use Vocational Information, Supt. W. W. Borden, South Bend, Ind.

Introducing Educational Research, Supt. F. W. Ballou, Washington, D. C.

Central Library as a Distributing Point, Supt. Henry C. Johnson, San Diego, Calif.

A Home for Retired Teachers, Olive M. Jones, Public School 120, New York City.

Our New Building Program, Supt. Henry S. West, Baltimore, Md.

The Personnel Audit of the Teaching Staff, Supt. E. E. Lewis, Flint, Mich.

The Superintendent and the Business Manager—an Anomaly, George D. Strayer, Teachers College, Columbia University, New York City.

How We Celebrated Education Week, Supt. J. W. Gowans, Hutchinson, Kans.

Taking the School to the Parents, Supt. James A. Nugent, Jersey City, N. J.

Outcomes of the Curriculum Program, Supt. Jesse H. Newlon, Denver, Colo.

Wednesday, February 25th

The Curriculum a Paramount Issue Today, Charles H. Judd, School of Education, University of Chicago, Chicago, Ill.

The Curriculum Problem Attacked Scientifically, Ernest Horn, University of Iowa, Iowa City, Ia.

Meeting Community and Individual Needs, John W. Withers, School of Education, New York University, New York City.

How the Individual City May Solve the Curriculum Problem, A. L. Threlkeld, Assistant Superintendent of Schools, Denver, Colo.

A Cooperative Plan for Curriculum Revision, Supt. Zenos E. Scott, Springfield, Mass.

Thursday, February 26th

What the Colleges Can Do for the Public Schools, William L. Bryan, President, Indiana University, Bloomington; E. G. Doudna, Editor, Wisconsin Journal of Education, Madison, Wis.; Frank D. Boynton, Superintendent of Schools, Ithaca, N. Y.

Happiness and School Music (illustrated), Ernest G. Hesser, Director of School Music, Indianapolis, Ind.

Life, Liberty and Happiness Through Art (illustrated), Antoinette Hollister, Greenwich, Conn.

The Gospel of Beauty, Lorado Taft, Chicago, Ill.

Department of Rural Education Meets with Department of Superintendence

Announcement has been made that the program has been completed for the forthcoming meeting of the Department of Rural Education, which will meet in connection with the annual meeting of the Department of Superintendence in Cincinnati, O., February 21st to 28th.

The Department will hold its first session February 23rd, in Memorial Hall, at which it will discuss the topic of "The Economic Background of Rural Education." Dr. Fletcher Harper Swift, of Teachers College, Columbia University, will talk on "Inequalities in Taxation Revenues and Educational Opportunities," and Mr. Aaron Sapiro, of Chicago, Ill., will discuss "Cooperative Marketing and the Support of Rural Education."

At the second session on Tuesday, the topic of "Outstanding Achievements in Consolidation" will be discussed.

The Department will hold two sectional meetings which will take up the problems of state rural supervisors and rural directors, and of county superintendents, rural supervisors and rural extension workers. A business meeting will follow immediately after the close of the sectional meetings.

The Meeting of the National Council of State Superintendents and Commissioners of Education

The National Council of State Superintendents and Commissioners of Education has prepared a program for its forthcoming meeting in connection with that of the Department of Superintendence in Cincinnati. At the meeting, Supt. W. C. Wood of Sacramento, Calif., will speak on "The Relationship of the State Superintendents and Commissioners of Public Instruction to the General Assembly"; Commissioner J. M. McConnell of St. Paul, Minn., will give an address on "The Relationship of the State Superintendents and Commissioners to Interpretation and Administration of School Laws"; Commissioner A. B. Meredith, of Hartford, Conn., will talk on the subject, "The Relationship of the State Superintendents and Commissioners to

(Concluded on Page 80)



Reg. U.S. Pat. Off.

The famous Valspar "boiling water test"!

IT'S no ordinary trade-mark—that picture above. It's full of meaning for everybody—but for schools especially.

To the public it means a line of finishes of unparalleled durability—finishes that not even boiling water can damage.

To schools it means even more than this. It means not only durability and good looks—it means also *economy*, because Valspar gives greater service and wear, dollar for dollar, than any other varnish on the market. And because Valspar is absolutely waterproof, it can be washed constantly with hot, soapy water and disinfecting solutions without harm. It can always be kept bright and sanitary.

Valspar is an original invention entirely

different from any other varnish and not successfully duplicated by any other manufacturer. It is the *one* absolutely waterproof varnish and may be used for all varnish purposes indoors and out.

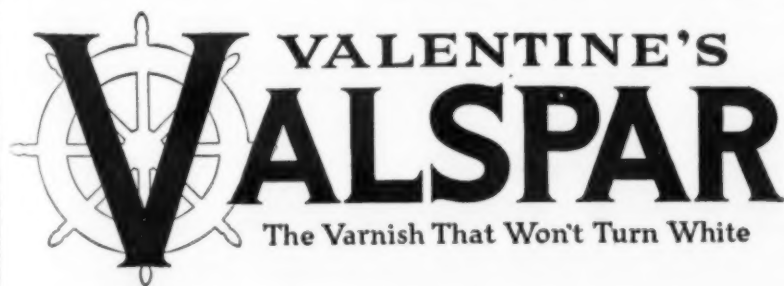
Valspar also comes in Colors—*Valspar Varnish-Stains*, which are Valspar combined with transparent, non-fading colors; and *Valspar-Enamels*, made of Valspar and the finest pigments, which produce solid-covering enamels of greatest beauty and durability.

All three forms of Valspar are absolutely waterproof. All three are particularly suited for school use.

Anything that's worth varnishing is worth Valsparring. Send for samples.

Send for samples of Valspar and Valspar in Colors

This Coupon is worth 20 to 60 Cents



VALENTINE & COMPANY, 460 Fourth Ave., New York

I enclose dealer's name and stamps—20¢ apiece for each 40¢ sample can checked at right. (Only one sample each of Clear Valspar, Varnish-Stain and Enamel supplied per person at this special price.)

Valspar Instruction Book with Color Charts, 15¢ extra.

Print full mail address plainly.

Dealer's Name.....

Address.....

Your Name.....

Address.....

Clear Valspar . . . ☐
 Valspar-Stain . . . ☐
 Choose 1 Color . . . ☐
 Valspar-Enamel . . ☐
 Choose 1 Color . . . ☐
 Valspar Book . . . ☐

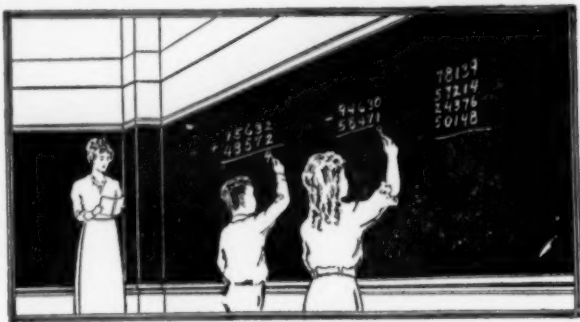
Am. S. B. Jul.

City.....

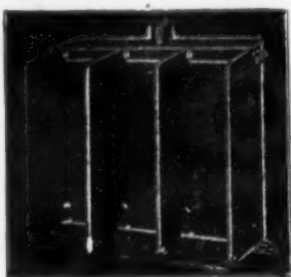
ALBION QUARRY NATURAL SLATE BLACKBOARDS

Are Black and stay Black. The only PERFECT writing surface.

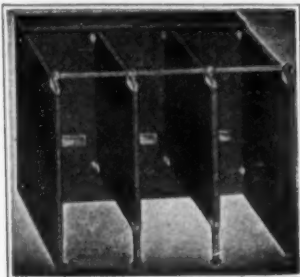
Sample and Booklet sent on request.



The "KEENAN KIND" Sanitary Slate Fixtures provide perfect Sanitation and Ventilation.



B-11 1/2 S—Urinal



B-26—Closet

Large Illustrated Catalog for the asking

KEENAN STRUCTURAL SLATE COMPANY, Inc.

First National Bank Bldg.,

BANGOR, PA.

NATURAL SLATE FOR BLACKBOARDS

Scores of years later, you'll find Natural Slate Blackboards in as fine condition as the day they were installed.

School authorities, everywhere, are cutting their expenditures by using "first cost the only cost" Natural Slate Blackboards.

Slate outlasts the Building.

An interesting bulletin—"Natural Slate for Blackboards,"—has been prepared for you. Write for it at once.

Natural Slate Blackboard Co.
108 ROBINSON AVE. PEN ARGYL, PA.



SCHOOL LAW

School Lands and Funds

The inhabitants of Armstrong school district and of the adjoining Liberty school district are held authorized to organize a consolidated school district under the Missouri revised statutes of 1919, § 11257, such inhabitants living in the same community; "community" meaning people who reside in a locality in more or less proximity.—State ex inf. Thompson ex rel. Kennepe vs. Scott, 264 S. W. 369, Mo.

The Missouri revised statutes of 1919, §§ 11257, 11258, relating to consolidation of adjoining school districts, do not require county school superintendent to pay any attention to boundaries of existing school districts in determining boundaries of consolidated school district proposed to be formed in any given community, and such consolidated district may include exactly the territory formerly included in two or more existing districts.—State ex. inf. Thompson ex rel. Kennepe vs. Scott, 264 S. W. 369, Mo.

Under the Missouri revised statutes of 1919, §§ 11257, 11258, 11259, relating to the consolidation of school districts, a petition to the county superintendent of schools need not be signed by the qualified voters of any particular part of the proposed consolidated district; the only requirement being that they live in the same community.—State ex. inf. Thompson ex rel. Kennepe vs. Scott, 264 S. W. 369, Mo.

School District Government

In an independent school district the majority of the board constitutes a quorum, under the Minnesota general statutes of 1913, § 2745.—Jensen vs. Independent Consol. School Dist. No. 85, Hennepin County, 199 N. W. 911, Minn.

The act of a majority of the quorum of an independent school district board is the act of the board.—Jensen vs. Independent Consol. School Dist. No. 85, Hennepin County, 199 N. W. 911, Minn.

When five members of an independent school district board are present and two members vote for and two vote against a motion, the chairman, by declaring the motion carried, casts his vote in the affirmative, though he did not previously formally declare his vote.—Jensen vs. Independent Consol. School Dist. No. 85, Hennepin County, 199 N. W. 911, Minn.

A superintendent of an independent school district is a member ex-officio of the board, under the general statutes of 1913, § 2734, but is not included in the word "member" as used in the general statutes of 1913, § 2752, subd. 4, so as to be entitled to claim benefit of procedure therein prescribed for the removal of members of the board.—Jensen vs. Independent Consol. School Dist. No. 85, Hennepin County, 199 N. W. 911, Minn.

A superintendent for an independent school district may be employed only during the pleasure of the board, and a contract for a fixed term is subject to recall.—Jensen vs. Independent Consol. School Dist. No. 85, Hennepin County, 199 N. W. 911, Minn.

A superintendent is not a "teacher," and laws regulating the employment and discharge of the one do not relate to the other.—Jensen vs. Independent Consol. School Dist. No. 85, Hennepin County, 199 N. W. 911, Minn.

School District Property

Where land was deeded to a school district, for school purposes, on condition for forfeiture and reverter, if not used for school purposes, grantor is held entitled to possession, though the building was still used to store the furniture and books, and intermittently by the teacher of another school.—Richey vs. Corralitos Union School Dist. of Santa Cruz County, 228 P. 348, Cal. App.

A hardware dealer furnishing standard stock goods to the contractor for a school building under its own specifications differing in kind and quality from those specified by architect are held not subcontractor within the Michigan complete laws of 1915, § 14827, so as to be prevented from recovering against the surety on the contractor's bond by failure to give notice of claim before payment for the work was made, as required by section 14828.—People vs. Morrison, 199 N. W. 689, Mich.

Where a school district contracts for an improvement which it has the power to make, but

the contract is void because not made after competitive bidding, as required by law, the district is obliged to pay for the reasonable value of any benefits it receives through part performance of the contract.—Williams vs. National Contracting Co., 199 N. W. 919, Minn.

As a question of fact it may be found to be negligence for school district trustee, contracting for transportation of pupils in platform spring wagon, to fail to foresee and guard against the contingency of a child falling or being pushed over the small seat rail on the moving wheel.—Williams vs. Board of Trustees, Dist. No. 1, Town of Eaton, 205 N. Y. S. 742, N. Y. App. Div.

Where the trustees of one district contracted for the conveyance of children in that district to a school in another district, they are not liable, under the doctrine of respondent superior, for the driver's negligence, but are under a duty of selecting a competent person as driver.—Williams vs. Board of Trustees, Dist. No. 1, Town of Eaton, 205 N. Y. S. 742, N. Y. App. Div.

School District Taxation

The work performed by a janitor is not "maintenance" of a school building so as to warrant payment of janitors' salaries out of the fund which the Louisiana constitution of 1921, art. 12, § 16, provides shall be used exclusively for the purpose of "purchasing, constructing, repairing and maintaining buildings for public school purposes;" the maintenance meaning holding, keeping, or preserving them in their existing state or condition.—Orleans Parish School Board vs. Murphy, 101 So. 268, La.

A taxpayer cannot maintain an action to prevent an independent school district from making a contract of employment with a certain person as superintendent.—Jensen vs. Independent Consol. School Dist. No. 85, Hennepin County, 199 N. W. 911, Minn.

In a suit to enjoin work under an illegal contract for the construction of additions to school buildings, evidence is held sufficient to justify a finding as to the value of the benefits of the improvement to the district.—Williams vs. National Contracting Co. 199 N. W. 919, Minn.

Where a contractor was enjoined from completing a contract for building additions to

(Continued on Page 72)

P-A-X

TRADE MARK

PRIVATE AUTOMATIC EXCHANGE

an exclusive trade-name

THERE is but one company owning and manufacturing telephone equipment under the trade-name—P-A-X. This is the Automatic Electric Company. For more than 30 years its engineers and factories have been devoted solely to one product—Strowger automatic telephone equipment which today is in use the world over.

P-A-X means private automatic exchange of the Strowger type. Besides its fundamental use for interior telephony, the P-A-X includes and co-ordinates such services as code call, conference, executives' priority, emergency alarm, etc.

For 24 hours a day in twelve foreign countries, as well as in the United States, *nearly 2000* for-

ward-moving organizations, in every field of enterprise, are using and profiting by the P-A-X.

Day and night the P-A-X handles all intercommunication calls, instantly, accurately and automatically. It co-ordinates all individuals and departments to the elimination of useless errors, delays and duplicated efforts. It saves 18 seconds on every call. By supplanting manual operators it soon pays for itself by saving their salaries.

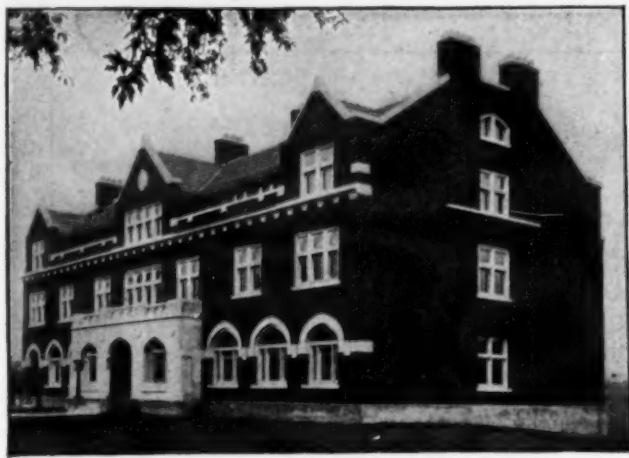


Wherever a minute saved is a profit gained—wherever the efficiency of employees and good-will of customers is worthy of consideration there is a vital need for the P-A-X—the exclusive trade-name for a time and labor saving product.

Automatic Electric Company

Home Office and Factory, CHICAGO, ILL., Branch Offices: New York, 21 East Fortieth Street; Cleveland, Cuyahoga Bldg. Representatives in all principal cities. In Canada—Address: Northern Electric Co., Ltd., 121 Shearer St., Montreal, P. Q. Abroad—Address: International Automatic Telephone Co., Norfolk House, Norfolk St., Strand, London, W. C. 2, England. In Australia—Address: Automatic Telephones, Ltd., Mendes Chambers, Castlereagh St., Sydney, Australia.





Conservatory of Music, Northfield, Minn.
Sound-proofed with Cabot's Quilt.
Patton, Holmes & Flina, Architects, Chicago.

Sound Proof Music Rooms

All school-rooms need sound-proof floors and partitions, but music rooms most of all. The above building was sound-proofed with

CABOT'S QUILT

and the directors report the usual "perfect results."

Sound-proof, Decay-proof, Vermin-proof and Fire-resistant—the only material that meets all requirements.

Samples and full details on request.

Samuel Cabot, Inc., Mfg. Chemists, Boston, Mass.
342 Madison Ave., N. Y., 24 W. Kinzie St., Chicago.

DAHLSTROM



DAHLSTROM
FIRE EXIT DOORS
in the
ANDREWS SCHOOL
Pittsburgh, Pa.

An annual fire loss of about \$500,000,000.00 points to the necessity for greater enlightenment on the subject of fire-hazards.

Dahlstrom Steel Doors and Trim installed in school buildings will not only furnish protection to

the pupils but will also serve to teach them the best means of combating the fire waste.

Write us for full information on this important subject.

DAHLSTROM METALLIC DOOR COMPANY

415 Buffalo St., Jamestown, N. Y.

NEW YORK—25 Broadway
DETROIT—1331 Dime Bank Bldg.
CHICAGO—19 So. La Salle St.

Local Representatives in Principal Cities.



(Continued from Page 70)

school buildings because the contract was illegal, the district, by taking over a substantial part of the improvement and using it in a permanent project, is held to have taken over the whole of the improvement.—Williams vs. National Contracting Co., 199 N. W. 919, Minn.

Where the completion of a building contract was enjoined by the taxpayers, because the contract was illegal, and the value of benefits to the district of the work done was determined as of date of restraining order, it is held that the cost of removing dirt from a cave-in, occurring after the making of such an order and without any fault of the contractor, was not chargeable to him, but was exclusively the misfortune of the school district.—Williams vs. National Contracting Co., 199 N. W. 919, Minn.

Where the completion of a school building contract was enjoined because illegal, and the defendant district and contractor made a stipulation for doing of certain "protective work" at cost not to exceed \$6,000, provided defendant should advance invoice price of materials billed to or received by the contractor since the restraining order, the stipulation further providing that the invoices so paid should not exceed \$4,000, and requiring a \$10,000 bond from the contractor, it is held under evidence, that the contractor was entitled to \$10,000 for performance.—Williams vs. National Contracting Co., 199 N. W. 919, Minn.

School District Claims

A jury is held warranted in its finding that a school trustee, contracting for the transportation of pupils in a farm wagon, without making inquiry to ascertain if safer types of wagons were in use, did not fully perform his duty.—Williams vs. Board of Trustees, Dist. No. 1, Town of Eaton, 205, N. Y. S. 742, N. Y. App. Div.

In an action against the trustees of a school district, who had contracted for the conveyance of children to a school in another district, for injuries caused by a child's foot getting caught on a wagon wheel, whether the child was guilty of contributory negligence is held a question of fact.—Williams vs. Board of Trustees, Dist. No. 1, Town of Eaton, 205, N. Y. S. 742, N. Y. App. Div.

Teachers

The plaintiff is held not entitled to reinstatement as a principal of the high school on the

theory that, having been elected as a principal without a designation of the term, he continued to be such unless removed for cause, in view of the California political code, § 1609, subd. 5, sub-sec. (e), (j), as amended by the California statutes of 1921, p. 1664, construed as giving power to the board of trustees in such case to elect a successor at the end of the school year whether plaintiff occupied the classification as principal as distinguished from teacher, or whether the word "principal" includes the meaning of the word "teacher" as completely as though the plaintiff were described as principal teacher; "principal" as an adjective meaning the highest in rank, authority, character, importance or degree.—Bland vs. Board of Trustees of Galt Joint Union High School Dist., 228 P. 395, Cal. App.

Pupils

The admission of pupils to public schools is made obligatory under the Maine revised statutes, c. 16, § 30, only as to the right to attend the schools in the town in which the parent or the guardian has legal residence, though the school officials may admit others in their discretion.—Shaw vs. Small, 125 A. 496, Me.

In view of the Maine constitution, art. 8, to give effect of which elementary education is made universal and compulsory, and the Maine revised statutes, c. 16, § 66, subjecting one given care of state ward to fine or imprisonment for failure to cause him to attend school, such ward is properly included in the certified list of persons of school age, on which a share of the state school fund received by the town in which such custodian resides is based, and officials thereof must admit the ward to schools therein, under the Maine revised statutes, c. 16, § 30; "guardian," as used therein, meaning a person who legally has the care of the person or property, or both, of another incompetent to act for himself.—Shaw vs. Small, 125 A. 496, Me.

School officials improperly excluding a state ward from the schools of the town on the ground that he had no legal right to attend school, and for other reasons than obstinate disobedience or disorderliness, for which they may expel him under the Maine revised statutes, c. 16, § 38, cannot justify under such section.—Shaw vs. Small, 125 A. 496, Me.

A town school committee exercises large quasi judicial powers in respect to the exclusion or

expulsion of pupils, and is not liable in damages, even if clearly wrong, if acting in good faith, but cannot expel the pupil without proper investigation, which cannot be wholly delegated to others.—Shaw vs. Small, 125 A. 496, Me.

A school committee in exercising its power to expel a pupil after investigation, acts as a public board, not as a representative of the town, though chosen by the voters thereof, and is responsible to the state for good faith and rectitude of acts.—Shaw vs. Small, 125 A. 496, Me.

Complaints by teachers to the members of a school committee as to the conduct of pupils is sufficient reason for investigation, but is not such proper investigation as is contemplated by statute before the exercise of the power of expulsion.—Shaw vs. Small, 125 A. 496, Me.

LAW AND LEGISLATION

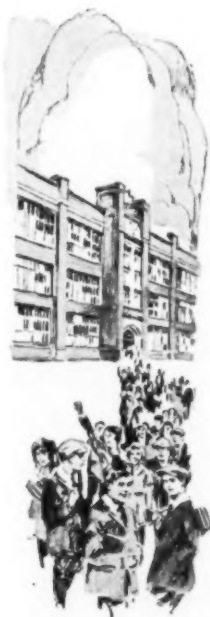
The members of the Wichita, Kansas, board of education will have to resign in order to straighten out a legal muddle. It is expected to elect six new members next spring. Under a special amendment passed by the state legislature in 1899, Wichita, with a few other cities, was allowed twelve members on the school board. This act was repealed in 1909 but the twelve-member board continued, six being elected every two years with terms of four years each. Several local attorneys have taken the view that the six members of the board elected three years ago constitute the legal board, and that the last six elected have no legal authority to act as members of the organization. Members of the board are: John W. Gibson, president; Bruce Griffith, Mrs. Cora Fulton, Miss Harriet Stanley, Grover Pierpont, Fred Bell, Charles P. Mueller, S. P. Wallingford, Frank Neff, Dr. W. O. Mendenhall, G. M. Booth, and Hubert C. Herring, who resigned several months ago but whose resignation has not been accepted.

—Edith W. Putney, a teacher employed by the New York city board of education, died during the vacation period in 1917. The executors of her estate attempted to collect the proportionate salary due her. The board denied the claim. An appeal was taken to the state commissioner who denied that the law contemplated the payment of salary for the vacation period, and that the amount of \$637.16 was the amount earned up to the time of the teacher's death. The supreme court has affirmed that decision.

(Continued on Page 75)



Where the Children Don't Catch Cold



IN the school room with window ventilation—plenty of it, **WITHOUT DRAFT**—children don't catch cold.

Here is a problem that faces the school architect, the school builder, the schoolboard member, the teacher, and public alike. It is not a problem of heating nor one of ventilation alone—but it is a question of windows.

Fenestra Reversible Windows, with air-deflecting ventilators at the sill, were designed especially to meet this school condition. These big steel "windowwalls" safeguard the students in hundreds

of schools and universities besides providing better light, greater fire protection, easier cleaning facilities and greatly reduced upkeep cost.

Fenestra windows include types suitable for any building design;—architectural types for schools and office buildings; heavy duty industrial types for factories, mills and warehouses; basement windows and English casement designs for homes and apartments. And with every Fenestra window goes the expert service and guarantee of men who made the first steel window in America and developed it into the largest business of its kind in the world.

DETROIT STEEL PRODUCTS COMPANY

Division of Architectural Construction

R-2266 East Grand Boulevard, Detroit, Mich.

Fenestra

for schools and institutions
homes and apartments
commercial buildings
all industrial structures

239

Miessners in schools of 14 Illinois cities



Feb. 22-26 see our exhibit at the Cincinnati Convention, Booth 127. Take this opportunity to confer with our representative about Class Piano Instruction in Public Schools.

**THE MIESSNER
PLAYER**
*is valuable for musical
appreciation work, en-
tertainments and ac-
companiments. Brings
the world's greatest
music into daily school
life.*

MAIL
THIS
COUPON TO THE

MIESSNER PIANO CO.,
118 Reed St., Milwaukee, Wis.

for booklet explaining the Melody
Way of Class Piano Instruction,
Miessner catalog, special low
price to schools and details of
free 10-day trial plan.

Name..... Position.....

Address.....

More and more schools are adopting the Miessner and bringing music to the forefront in their educational programs.

Why the Miessner? Because its portability, visibility and excellence of tone make it the efficient school piano. Ideally suited for Class Piano Instruction. Twenty children taught as easily as one the Miessner Melody Way. Leading educators endorse this plan. It can be used to make piano instruction self-supporting in your school.

Coupon will bring full information. Catalog will also be sent showing how the Miessner is serving thousands of schools in various ways. Its portability makes it the piano of greatest utility for school use.

Send coupon now for interesting facts on this important subject.

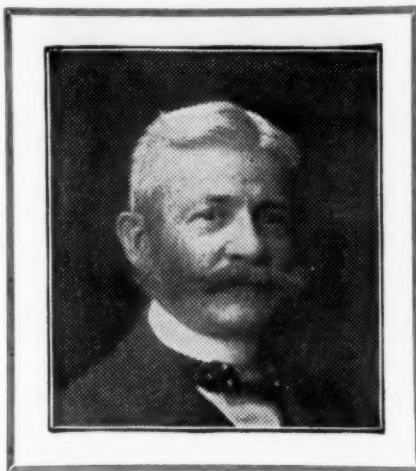
MIESSNER PIANO COMPANY

118 Reed St.,

Milwaukee, Wis.

MIESSNER

THE LITTLE PIANO WITH THE BIG TONE



THE HOLDEN SYSTEM OF CARING FOR BOOKS REDUCES THE TEXT BOOK BILL IN FOUR WAYS

FIRST WAY.—Lengthens the life of the book by protecting the bindings from strain and the edges and corners from wear.

SECOND WAY.—The Holden Unfinished Leatherette Cover is water-proof, protecting the porous cloth cover from rain and the glue in the bindings from the destructive effects of perspiration.

THIRD WAY.—The Holden Binders strengthen the back and fasten in loose leaves. The Transparent Paper mends torn leaves.

FOURTH WAY.—More important than all the rest—of value not to be reckoned in dollars and cents—The Holden System provides a training in care and cleanliness by placing the responsibility for the condition of the book on the child.

SEND FOR SAMPLES AND PARTICULARS

THE HOLDEN PATENT BOOK COVER COMPANY
MILES C. HOLDEN, President SPRINGFIELD, MASSACHUSETTS

(Continued from Page 72)

—Prof. William A. Weber, a member of the Dayton, Ohio, school board has, it is alleged, forfeited his membership on that body by having changed his residence to a suburb. The city attorney will be asked to make a ruling.

—The citizens of Hardin County, Ohio, have started a movement for a county wide organization to secure the modification of school laws. Among the statutes attacked is the one compelling the district to pay for the transportation of pupils who live more than four miles from the school. Another is the payment of a portion of teachers' retirement funds from the public treasury. Still another law to be changed is Section 7600 of the general code. This law should be amended, the petitioners say so as to permit the entire amount of the 2.55 mills levy collected in each county to be so distributed that each school district will receive the full amount it pays into this fund. In other words, the money thus raised should remain strictly at home.

LAW AND LEGISLATION

—The school authorities of Minneapolis, Minn., have been sued for \$7,500 damages for the death of John Kammerer, a 15 year old boy. The boy was injured at the vocational school while engaged in repairing an automobile. The claim is made that the school officials had been grossly negligent.

—The supreme court of Massachusetts has decided the school board has full power to dismiss teachers. The Fall River Herald describes the case as follows. "The case was carried up on appeal of a New Bedford school principal. Her dismissal was based on dissatisfaction with her work, lack of leadership and of administrative capacity. In her behalf, a demand for specified acts to uphold the charges was made. The court rules that these need not be given. While a teacher has the right to know upon what grounds she is dismissed, the committee is the judge of the adequacy of those grounds. In its ruling, the court says: "Teachers are employed in the discretion of the school committee and the only limit on that freedom to act under this discretion, material in this case, is that the committee shall, on request of the teacher, give a statement of the reasons for dismissal. These

reasons were given and are sufficient cause of removal. The right of a school committee to engage a teacher at their discretion would be largely abrogated if the construction of the statute contended by the petitioner were adopted."

—John D. Boyd, director of high schools for Missouri recently assailed the inequalities of state school support available for the complete education of individual children ranged from \$1,100 in some counties to as high as \$11,000 in others. School tax rates, he said, were as low as 31 cents on each \$100 in some counties, and as high as 72 cents in others. Teachers' salaries also were inequally regulated, he declared, and the annual state school fund of 4 million dollars was so administered that the wealthiest districts received the greatest share of the fund.

Three bills to be proposed to the next state legislature were discussed by the speaker. The first was a new certification law for the purpose of consolidating 134 agencies which now distribute thirty-seven varieties of certificates.

Another bill, which would provide for the training of rural school teachers, was in process of preparation, Mr. Boyd said.

Another bill on which the educational forces of the state were concentrating their legislative efforts was known as the "community school bill." This would provide for a board of education to be elected in each county, with power to elect a county superintendent of schools, thus changing the position from a political to a professional standard. State aid for the building of school houses also would be provided under the proposed measure, as would state aid for instruction, insuring each child at least \$50 a year for education.

—The committee appointed by Governor A. V. Donahey to make a study of the Ohio school revenue situation consists of Wilson Hawkins, superintendent of schools, Canton; Jesse Hanley, prosecuting attorney, Lisbon; E. A. Scott, attorney at law, Huntington Bank Building, Columbus; Depew Head, member of the executive committee of the Ohio Farm Bureau, Marion; Mrs. H. W. Lawrence Granger, member of the Executive committee of the Ohio Farm Bureau Federation, Monroeville; W. F. Kirk, Deputy Grange

Master and ex-member of the General Assembly, R. D., Port Clinton; Darrell Joyce, superintendent of schools, Hamilton. In making the appointments the governor said: "Many of our schools are reported to be in serious financial straits, both in municipal and rural districts. What I am seeking is the best advice of a group of representative citizens. By your advice and counsel you can render a valuable service to the state."

—Preliminary steps to revise the school laws of Texas have been taken by the executive committee of the Texas State Teachers' association. Three prominent lawyers have been added in an advisory capacity to the committee. The idea behind the committee's action was not only to steer clear of constitutional questions in any future legislation relating to the state's public school system but to secure as well friendly advice and mature counsel of men who in the view of the committee have proved themselves outstanding friends of the cause of education.

TEACHER'S WEEKLY REPORT ON JANITOR

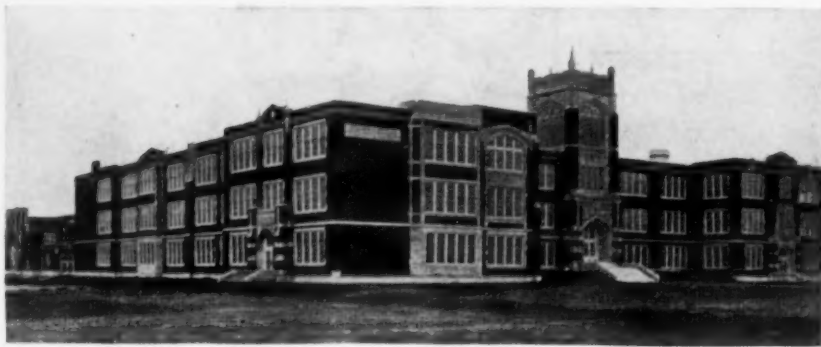
For Week Ending.....192...

Building..... Room..... Teacher.....

CONDITION OF: ... M T W T F

1. Floor
 2. Desks
 3. Erasers
 4. Steps
 5. Halls
 6. Toilets
 7. Chalk Troughs.. ..
 8. Blackboards
 9. Furnace Rooms.. ..
- Remarks

Note:—Teacher will file this report with the principal at the close of each week. If all items are found satisfactory the teacher will return the blank unchecked. If unsatisfactory check opposite the unsatisfactory item and under the proper day. The janitor's attention will be called to the item or items checked.



Wichita, Kansas, High School

When deciding on locker equipment for this fine new million dollar High School, the Wichita Board of Education selected that which in their judgment, based upon careful comparison of samples, would give them the greatest dollar value in point of Appearance, Convenience, Security and Durability.

In the spacious corridors, locker rooms, gymnasium class rooms and shops several thousand

DURABILT STEEL LOCKERS

provide convenient storage for clothing, hats, shoes, books, etc., contributing their full share to the thorough equipping of this imposing structure.

Many others have also found that Durabilt steel lockers meet every demand for quality, economy and long life. That is why they are specified as standard equipment by various School Boards, leading Architects, and Builders. Send for Locker Folder No. 5008.

DURABILT

Steel Lockers

Six good reasons why
DURABILT
Should be your choice.

- 1—Concealed, one-piece, automatic latching device.
- 2—Straight-lift, Stamped-steel, (not cast) Handle.
- 3—Five-knuckle, full-looped, double-wear "strap" Hinges.
- 4—Scientifically reinforced, rigid Door.
- 5—Extra heavy, countersunk riveted Door Frame.
- 6—Unusually large Ventilating Louvers.

We are also manufacturers of steel storage and wardrobe cabinets. Send for Cabinet folder No. 5009.

With the advantages of a highly specialized Sales organization of national scope and a modern factory most efficiently equipped for manufacturing Steel Lockers and Cabinets exclusively, we are fully prepared to render unexcelled service on your requirements. Get in touch with our nearest Sales Office or write us direct at Aurora.



Single tier Lockers

DURABILT STEEL LOCKER CO., 400 Arnold Ave., Aurora, Ill.

Sales Offices in All Principal Cities.

"No Better Built Than Durabilt"

SCHOOL FINANCE AND TAXATION

—Thomas E. Johnson, state superintendent of Michigan, has issued a statement in which he favors an increased tax on inheritances and on some classes of insurance companies. He says: "The sole object of these measures is to provide adequate funds for all school districts, including those of fewer population and relative smaller property valuations, and at the same time relieve the present heavy school tax levies in so many places." In his statement Mr. Johnson said the increased school fund revenue would be more than \$4,000,000 annually, or an increase of at least \$4 per capita of school population for each district, which would increase this year's per capita of \$15 to about \$19. In referring to the proposed tax increases he stated that the inheritance tax would be doubled with one exception, but that when thus increased "they would then just equal the present rates in seven other states and in an additional nine states the rates on estates of \$500,000 and over are now as high or higher than they would be in Michigan."

—The city of Dayton, Ohio, carried a \$4,000,000 school bond issue, and the school board now finds that it has a huge task on hand in carrying out its school building program. By way of comment the Dayton News says: "No one man is big enough to handle the work of spending the \$4,000,000 voted by the citizens. There is supervision, planning and the like to be taken into consideration relative to each individual building and Dayton happily possesses architectural skill and engineering capacity to handle the whole job and to do it well. Before this great undertaking is started, the school board must be equipped with adequate assistance. It must leave no stone unturned that will provide economy in distribution of the funds at its disposal. It must justify the confidence expressed by the public and maintain the good wishes of our people by satisfactory expenditures under expert assistance. In so comprehensive a program waste can easily enter into the equation. An advisory group of architects and engineers will eliminate this undesirable element."

—The state of Wisconsin will distribute a fund of \$3,253,034.66 to the rural school districts on a pupil per capita basis of \$3.80. The

fund is made up by a seven-tenths' mill tax on property, corporate tax \$200,000, and interest on school district loans, \$81,459. The number of persons of more than four and not more than twenty years of age is 858,259.

—Roy B. Bowers, division superintendent of Bristol, Virginia, has prepared an inventory of his school system which is presented in graph form. In this manner he shows the growth of the schools under his charge, covering a period of ten years, and their present status. Comparative figures, too, are given. The per capita cost for Virginia, 1920 census, is \$13.51; for Bristol, \$11.70. The average salary for all teachers in Virginia is \$1,272; for Bristol, \$948. The city's total expenditures for the 1923-24 school year were \$79,742.27. If based on Virginia's average the expenditures would have amounted to \$113,372.88.

—Henry M. Ashton, attorney for the Chicago board of education, and Margaret Haley of the Chicago teachers' federation have filed complaint against the local tax review board on assessments of the stock yards properties. The present valuation is fixed at \$3,164,910. The claim made is that the property should be valued at \$13,000,000.

—By a vote of six to one a \$650,000 bond issue was defeated at Elgin, Ill. The program provided for two new junior high schools. The Bloomington Pantagraph, in commenting on the result, said: "It happened in Elgin as often in other places in an election of this kind. The proposition seemed to meet with very general approval at first, and no outspoken opposition to it was heard up until within a very short time before the election. Then there appeared a report of a committee who had made what they claimed was a secret investigation of the whole situation, and in which they disputed very flatly many statements made by the board of education in presenting the plan to the people. After this report of the opposition appeared, the cause seemed to be lost, although the great majority against it was a surprise to even those who opposed it."

—The failure of the \$8,500 bond issue in the New Bloomfield consolidated school district of Callaway County, Missouri, prompted the teachers to walk out on a strike. Due to financial difficulties the school board could not

guarantee their salaries. The walk out of the teachers follows a train of unfortunate circumstances in the district. Last spring two months before the school term ended a practically new high school was gutted by fire. The district decided to rebuild it and voted sufficient bonds for the work. Later the bank of New Bloomfield failed and in it were \$8,000 of the funds of the district which are not collectable. The bank also hurt the financial standing of many of the patrons of the district. Since then the grade and high school classes have been taught in churches and other buildings. The high school is ready for occupancy, but the contractor refuses to turn over the building until he is paid the balance due him.

Later the citizens of the town subscribed the money to continue the school and all is well.

—On November 4th, the voters of Baltimore County, Maryland, approved a bond issue of \$1,500,000 with a vote of 12,877 for the issue and 3,609 against the same. In 1922 the voters similarly approved a loan of \$1,000,000 for school purposes. Prior to 1922, the county operated on a cash basis and it was impossible to obtain the approval of bond issues.

—Montgomery, Ala. In November last, the voters approved the extension of the city three-mill tax for a twenty-year period. The proposition was carried by a vote of more than six to one.

—Tusculum, Ala. An additional three-mill tax was voted this year to permit the more efficient operation of the schools. The school system now has the benefit of a six-mill city tax and a four-mill county tax.

—A permanent school fund, ultimately to amount to \$100,000,000 is being built up for the schools of the state of Washington, and is protected by law so that it can never be touched; the interest alone will be used to maintain the schools. The fund has come from the sale of school lands of the state and now amounts to more than \$23,000,000. It is estimated that the school endowment will exceed \$100,000,000 when all the lands have been sold.

—The Supreme Court of Oklahoma, in September last, held valid the state law appropriating \$650,000 for the aid of weak school districts. These districts had levied the limit of one and

(Continued on Page 78)

All music education is centered in an understanding of music itself



The plan of purposeful hearing of much good music, the careful study and analysis of the good music thus heard, the use of the best music in studies preparatory to singing, playing upon instruments, etc., etc., is fast becoming the very *core* of the whole subject of school music.

Teach ear training by *training the ears* to listen for a definite purpose. Teach rhythm through responding to rhythmic suggestions. Study instruments by *hearing* instruments. Learn songs by *imitating* beautiful songs sung by real artists. *Music* is the foundation of all these hitherto unrelated units. Working with the real music brings all phases of music study into a cohesive whole. The entire realm of music is at your command if you place a Victrola and a full complement of Victor Records in your school.



Educational Department

Victor Talking Machine Company
Camden, New Jersey

The advantages of a RUBBERSTONE floor

Permanence

WHEN a Rubberstone floor is specified by the architect, he can have that satisfied feeling that his client will have a floor that for continuous hard wear cannot be equaled.

And when the last tile of Rubberstone is laid in place, for many years thereafter, the client will have ample proof that the Architect was working in his best interest, and that a Rubberstone floor was a sound investment.

A Rubberstone floor will stand hard service. It stands the "gaff" not only of to-day, but for many years to come. This is true to such an extent that it has often been said by users that Rubberstone improves with age.



Page 496

It will be a pleasure to place full information regarding Rubberstone before any Architect.

RUBBERSTONE CORPORATION

Executive Offices

1400 Broadway, New York

Chicago

Philadelphia

Distributors in Principal Cities

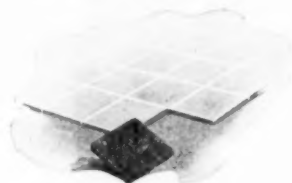
RUBBERSTONE FLOORS

FOR PERMANENCE



Western Union Telegraph Co.
Building,
Philadelphia, Pa.
Stone & Webster, Engineers
Rubberstone Flooring used in
Telegraph Operating Room and
Hospital Quarters.

RUBBERSTONE A TILE FLOORING



DESCRIPTION

RUBBERSTONE Flooring is made in tile form by the skilful blending of high grade asphalts, asbestos fibre, para rubber and non-fading coloring pigments.

Furnished in tan, olive green, terra cotta red, dark brown and black.

The tile comes in four sizes: 6"x6", 12"x12", 12"x24" and 12"x36", either 1-8" or 3-16" thick.

(Continued from Page 76)

a half mills for school purposes, but the tax return was insufficient to keep schools open for the full eight months of the year. The court held that the state is charged with educating children and that the appropriation is a fulfillment of the obligation to maintain a system of public schools as required by the state constitution.

—Francis G. Blair, state superintendent of Illinois, believes that legislation should be enacted to prevent Chicago from getting a disproportionate share of the school funds. He says: "It will be seen that of the total amount of \$485,184.25 of state and federal funds used to reimburse the school boards of the state, Chicago received \$214,041.12 or 44.1 per cent. If it were not for the work in vocational agriculture and vocational home economics, the proportion of this fund which would go to Chicago would be much greater. In trades and industrial education there was expended for the year covered by this report \$259,631.34. Of that amount Chicago received \$196,201.29, or 75.6 per cent."

—The Erie, Pa., board of education has placed one and one-half million dollars worth of insurance on its school property for a term of three years as announced by R. Stanley Scobell, the business manager. The school board has taken out straight insurance on all fireproof school buildings to the extent of approximately \$50,000 on each and to the extent of 50 per cent on all school buildings known as semi-fireproof. On the older school buildings of the city full insurance has been taken out.

—Charleston, W. Va. Public schools of West Virginia increased their bonded indebtedness by \$3,745,900 between 1922 and 1924, according to figures issued by the state department of education. The total indebtedness June 30th, 1924, was \$12,422,500.

Kanawha County heads the list of 55 counties in the amount of bonds issued. This county issued bonds to the extent of \$1,579,000. Cabell County is second with \$1,844,000, Ohio third with \$855,000, McDowell fourth with \$881,000 and Logan County fifth with \$875,000.

For the year ending June 30th, 1924, ten counties had no outstanding bonds. Several counties have materially reduced their school

debts in the last year or two. Others already heavily bonded added to their indebtedness in order to erect needed buildings.

Per capita taxes in West Virginia have increased from \$2.85 in 1918 to \$12.72, and upon the publishing of these figures obtained by the national department of commerce the state government was subjected to criticism. However, the average taxpayer pays but a small percentage more than in 1918.

West Virginia comparatively recently began a new building era for schools and roads.

—Louisville, Ky. The schools of the city are threatened with an early closing if the full amount of the budget is not granted, according to Supt. B. W. Hartley. The board has been working under a great handicap, due to an increasing enrollment and equipment which has remained at a standstill.

—Eaton, O. After having been closed one week, the Harrison township schools reopened on December 9th, and will continue in operation the remainder of the year. Seven schools and eight teachers were affected by the closing which was due to a lack of funds. At a conference of city and state school officials an arrangement was perfected to meet the emergency.

—Russellville, Ala. A financing plan recently adopted has proven a new departure from the usual method of raising funds for schools. The city council has authorized a special tax on the sales of gasoline and kerosene, which became effective on January first. The new tax calls for an additional charge of one cent on the sale of gasoline or kerosene within the limits of the city, and the funds derived from these sales will be applied to the support of the schools.

For the past several years, both the high school and city schools have suffered from a lack of funds. The new tax is expected to care for the needs of the schools and thus do away with the necessity of working a hardship upon anyone.

—Tacoma, Wash. Payment of \$130,000 worth of bonds borrowed from the state in 1912 was made on December 31st by the school board. Payment was made from the district's bond redemption fund, and the balance remaining will be left to accumulate for the payment of \$165,000 worth of bonds due in September, 1925.

—Bellingham, Wash. The school board has submitted a proposition for a one-mill levy for

an estimated deficit during the school year 1925-26. The board in support of the proposition pointed to the fact that the revenue from taxation has decreased by 8.6 per cent since 1920, while enrollment has increased sixteen per cent, and the total expense of operating the school district has remained the same.

—Joliet, Ill. The school board anticipates a financial deficit of \$242,000 before the end of the school year in June. For this reason, it is the belief of the members that it will not be able to sell \$140,000 in bonds for a new school building. The board is considering the adoption of one of two plans as follows:

First to ask authority from the voters to increase the tax levy for school purposes from two to three per cent, and to increase the tax for building purposes from three-quarters of one per cent to one per cent. This increase would provide an additional \$250,000 a year.

Second, it is proposed to discontinue four lines of special instruction, which would result in an estimated saving of \$75,000 a year.

—The cost of transporting children in the rural districts of the country to schools by motor-driven vehicles, amounts to an approximate average of \$32 a year for each pupil, according to the latest tabulation made in 22 states by the Bureau of Education of the department of the interior. The cost each day to carry children of farmers to and from school ran as low as twenty cents a day and ranged upward to 31 cents.

The transportation of 9,535 children in Indiana for the year 1922-23 cost, at the annual rate of \$33.69 for each child, or twenty cents for each child each day.

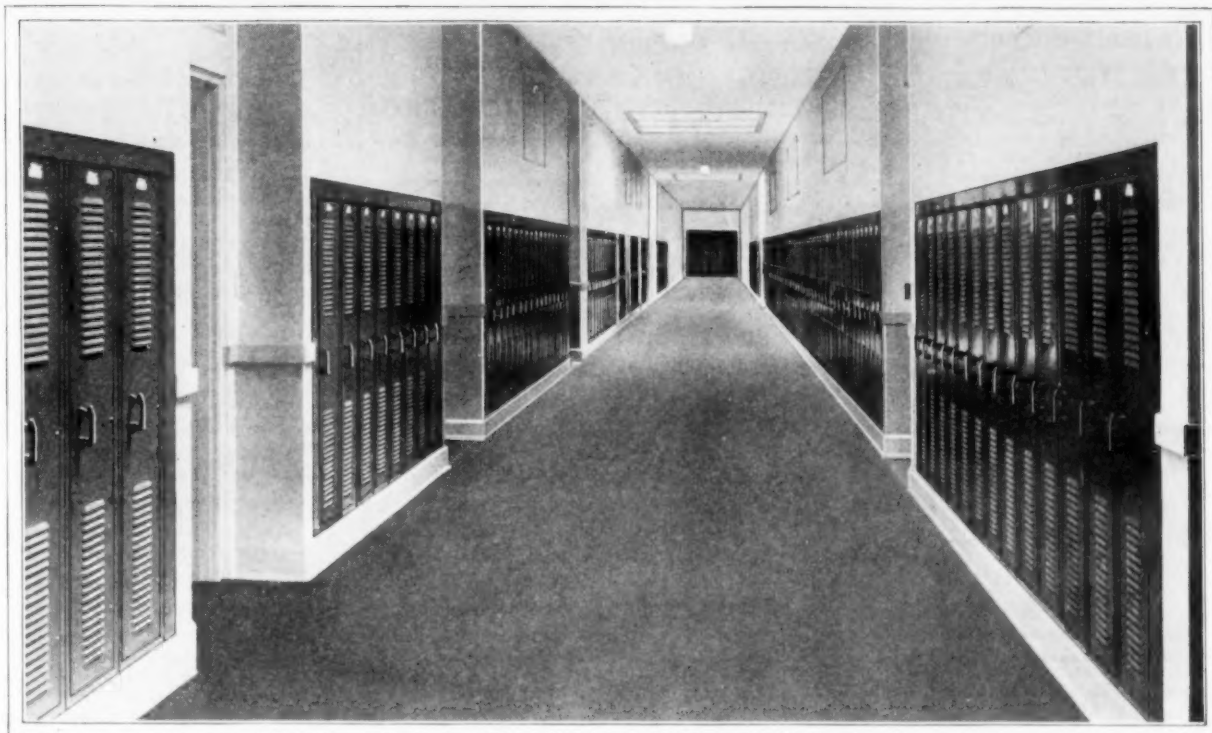
Four districts in Rio Grande County, Colorado, in 1921-22, the tabulation showed, operated 41 busses, transporting an average of 900 children a day, and covering an entire distance of 217,764 miles.

A report of 37 typical consolidated schools in Iowa, where all types of roads are encountered, shows that the annual cost for each pupil on routes using horse-drawn vehicles was \$40.62, while on those using motor-driven vehicles it was \$43.03.

A study of the 22 states reporting to the department of the interior showed that a total of 446,226 pupils were transported at a cost of

(Concluded on Page 81)

LYON STEEL LOCKERS



Permit Clear Corridors

In the walls along this one corridor of the Memorial High School of San Diego, California, there are locker accommodations for over a hundred students. The corridor itself is as clear as a broad avenue, as neat and orderly as a safe deposit vault.

This recessing of lockers is a very satisfactory method of installation—provided lockers of known durability are selected. Lyon Lockers are being specified continually for corridor and gymnasium use where dependable strength, lasting use-

fulness, and permanent attractiveness are requisites.

The strong frames will stay in line, the doors will not sag nor jam. The locks will withstand schoolboy usage. The finish is lasting.

You may not plan to utilize walls for locker space, but undoubtedly you hope your locker equipment will last as long as your building. Then specify Lyon for every school locker need.

Let us give you more details and help—if we can—with your plans. Write us about your needs.

Lyon Metallic Manufacturing Company Aurora / Illinois

BOSTON 161 Devonshire St.
NEW YORK 342 Madison Avenue

PHILADELPHIA 1319 Filbert St.
CLEVELAND 1365 Ontario St.

PITTSBURGH 437 Smithfield St.
ROCHESTER 61 South Avenue

CHICAGO 230 East Ohio St.
DETROIT 149-159 W. Fort St.

INDIANAPOLIS 11 South Meridan Ave.
LOS ANGELES 1240 South Main St.

Authorized Agents in Other Principal Cities



for every storage need



PROFESSIONAL SCHOOL SERVICE DIRECTORY

CLARENCE D. KINGSLEY EDUCATIONAL ENGINEER AND CONSULTANT

Cooperating with architect and superintendent
to meet all needs at minimum cost
Formerly State Supervisor of Secondary Education,
Massachusetts, 1912-23
Service available to
Architects and School Boards
HOTEL WINDERMERE
CHICAGO, ILL.

B. ASHBURTON TRIPP
Landscape Architect and Town Planner
Designer of
SCHOOL AND INSTITUTION GROUNDS
Guardian Building
Cleveland, Ohio
Member, American Society of Landscape Architects

E. VERNON HILL COMPANY
AEROLOGISTS
Specialists in testing, charting, analysing and
correcting the Ventilation of school buildings
64 W. Randolph St.
Chicago, Ill.

A. M. ALLEN & COMPANY Architects & Engineers

7016 Euclid Ave.
Cleveland, Ohio
Telephone: Penna 3140

ALFRED KELLOGG Consultant to School Departments

Pertaining to Central Plant Heating,
Illumination and Sanitation. Plans when desired.
89 Franklin Street,
Boston Massachusetts.

CHARLES L. TROUTMAN

Registered Architect & Engineer
School Specialist
410 American Trust Building,
Evansville, Ind.

BONSACK & PEARCE WILL MAKE SURVEY OF YOUR NEEDS

Complete Architectural & Engineering
Services by School Specialists
Republic Building
St. Louis, Mo.

GILLHAM, COOK & WHITE CONSULTING ENGINEERS

Specializing in The Design of Heating, Ventilating,
Plumbing, Electric Wiring and Refrigeration Systems.
NOT SALES ENGINEERS
409 Interstate Bldg.
Kansas City, Mo.

SEIPP, PRINCELL & COMPANY

SPECIALISTS IN SCHOOL BOND FINANCING
Legality and sale of School Bonds guaranteed if proceedings
relating to their issuance are prepared by us.
105 South La Salle Street
Chicago, Ill.
Service available to Contractors and School Boards.

JAMES O. G. GIBBONS

Mem. A. S. M. E.
CONSULTING ENGINEER
Heating, Lighting and Ventilating for Schools
Professional Service for Architects
207 Market Street
NEWARK, N. J.

LARSON & WELLS

Architects & Engineers
Specializing in School and College
Buildings in Northern New England
Hanover, N. H.

ED. J. LOMASNEY

CONSULTING ENGINEER
Heating Ventilating Power
456 BROADWAY
MILWAUKEE, WIS.
Practice limited to designing and superintendence.
Service available to architects and school boards.

H. A. UNDERWOOD, A. S. M. E. Engineer
A. L. BENEKER, A. I. A. Architect

H. A. UNDERWOOD CO. ARCHITECTS AND ENGINEERS RALEIGH, N. C.

Specialists in Educational & Institutional Buildings
An organization of Registered Architects and Engineers and
Specialists in heating and power engineering.

SCHOOL PROPERTY APPRAISALS

Made by Qualified Experts
Standard Appraisal Company
90 John Street, New York City
Branches in all principal cities

HENRY J. MILNER COMPANY CONSULTING ENGINEERS

Specialists in Design of Heating, Ventilating and
Central Power Plants for Schools
and Institutions.
Springfield, Mass.
New Haven, Conn.

The Meeting of the National Council of State Superintendents and Commissioners of Education

(Concluded from Page 68)

Vocational Education and Civilian Rehabilitation," and Supt. Charles A. Lee, of Jefferson City, Mo., will take for his subject, "The Relationship of the State Superintendents and Commissioners to State-Wide Surveys."

The House to Take Up Reorganization of Executive Departments at Washington

A reorganization of the executive departments of the government bureaux at Washington, D. C., proposed several years ago by former President Harding, and approved by President Coolidge, will probably receive the attention of the House of Representatives within the next few weeks. The outline for the work of reorganization was provided for in a report of the joint committee presented to the House in June, 1924, and it is one of the major legislative measures emphasized by President Coolidge at the present time.

The essential recommendations of the joint committee on reorganization which is composed of Senators Reed Smoot, J. M. Wadsworth, Jr., and Pat Harrison, and Representatives C. E. Mapes, R. W. Temple, and R. W. Moore, are as follows:

The establishment of a new department to be known as the Department of Education and Relief and the concentration under that department of the agencies now performing work in the fields of public health, public education, and the care of veterans. These agencies represent the Bureau of Pensions, the Bureau of Education, St. Elizabeth's Hospital, Howard University, and Freedmen's Hospital now in the Department of the Interior; the Public Health Service, now in the Treasury Department, and the Veterans' Bureau, an independent establishment.

The committee recommends that the new department assume the functions at present per-

formed by the Federal Board for Vocational Education, and that it be given nominal supervision of the Columbian Institution for the deaf, now exercised by the Department of the Interior.

It is further recommended that the National Home for Disabled Volunteer Soldiers be associated with the Department of Education and Relief, and that it be required to transmit its accounts, reports, and estimates of appropriations through the head of that department.

Other recommendations provide for the transfer to new departments certain agencies now located in other departments. Departments to which it is proposed to assign the work of these agencies are the Department of Commerce, the Bureau of the Census, the Bureau of Transportation, the Bureau of Public Domain, the Bureau of Public Engineering Work, the Bureau of Purchase and Supply, the Bureau of Public Buildings and Grounds, and the Bureau of the Budget, the latter to be directly under the control of the President.

It is shown that the adoption of the recommendations will result: First, in removing from all departments those functions extraneous to the major departmental purposes which interfere with effective administration, or which, being secondary, are not vigorously handled; second, in assembling under the same departmental supervision all activities which are closely related, and which, therefore, should be coordinated in administration; and third, the extending of the control of the cabinet officers to reach all matters save those which must by their nature, be handled by agencies independent of the regular departmental organization.

The proposed measure carries no appropriations for subventions or other purposes, not already provided for.

ANNOUNCEMENT OF BUILDING EXHIBIT

Wm. B. Ittner, architect, St. Louis, announces an exhibition on school building during the

convention of the Department of Superintendence in Cincinnati, February 21st-28th.

The exhibit will be hung in the Music Hall. It will consist of water color sketches, drawings, photographs, plan studies, models and cost charts of recently constructed schools.

Personal News of Superintendents

—Supt. John C. Diehl of Erie, Pa., has been elected for a second time to the office of second vice-president of the Pennsylvania Education Association.

—Supt. E. E. Fell, of Holland, Mich., has been elected president of the Michigan State Teachers' Association.

—Miss Iva Crisp has been elected superintendent of schools at Toulon, Ill., succeeding Mr. Hawkes.

—A move to raise the salary of the state superintendent of instruction of Indiana from \$5,000 to \$7,500 is in progress.

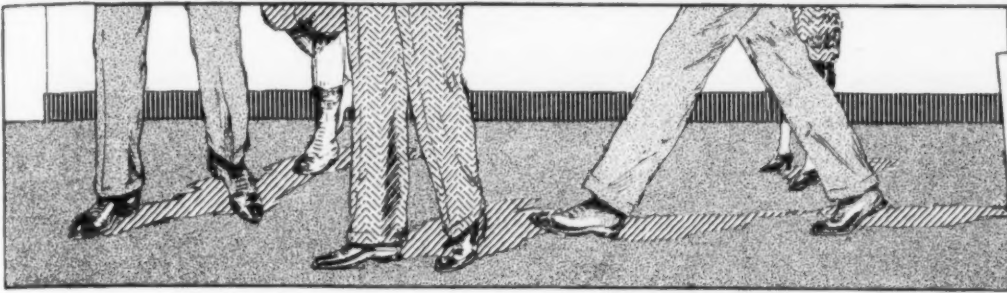
—Supt. E. C. Fisher, of Peoria, Ill., has been named president of the Illinois Teachers' Association. Mr. Fisher is also chairman of the executive committee.

—Supt. George R. Ray of Beaver Dam, Wis., has tendered his resignation, the same to take effect at the close of the school year.

—Supt. R. E. Balliet of Sturgeon Bay, Wis., has been elected president of the Door County University of Wisconsin Club. Door County has 26 students enrolled in the state university.

—Supt. Wm. Hawkes, of Toulon, Ill., has announced his resignation to the board of education of both schools. Mr. Hawkes has accepted a position as superintendent at Berwyn, near Chicago.

—Miss Jennie D. Pullen who taught school in Cleveland, Ohio, for 46 years died suddenly on New Year's day.



Tropical Floorkote Resists Thousands of Steps

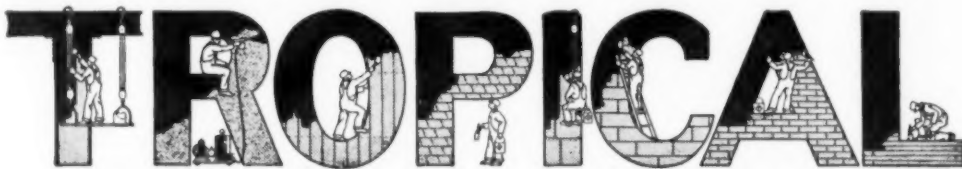
Have you concrete or cement floors in your buildings? If you have you will find that Tropical Floorkote is just what you need to protect and decorate them.

In Schools all over the country, Floorkote is resisting the abrasion of thousands of steps—walking, running, scuffling. It penetrates deep into the floor, binds the grains together, prevents dusting and also forms a tough, durable coating on the surface.

Tropical Floorkote is made in four attractive colors suitable for use on floors and makes a fine appearance, as well as resisting hard wear and tear. It is easy to clean and it may be washed frequently.

Tropical Floorkote is only one of our complete line of Super-Service Coatings, which are now being used in the decoration and protection of hundreds of school buildings. The coupon makes an easy way to ask for prices and complete facts about Floorkote or other paint products which you need. We sell direct to Boards of Education, Private Schools and Colleges.

The Tropical Paint & Oil Co., 1228-1270 W. 70th St., Cleveland, Ohio.



(Concluded from Page 78)

\$14,526,368, or \$32.55 for each pupil for the year. Among the states reporting were Indiana, Maine, Maryland, Alabama, Minnesota, Oklahoma, Texas and Montana.

—Twenty-two non-high school districts in Illinois are levying the two-thirds of one per cent tax, the limit fixed by law, for the payment of tuition of students attending regular four-year high schools in other districts, according to figures compiled by the state department of public instruction at Springfield.

Of the districts having fixed rates, the highest are in Winnebago and Kane counties, where the rate is \$250 for each student. The lowest, \$90, is in Jackson and Perry counties. The district having the lowest tax rate for this purpose is in Monroe County, where the assessment is 1.3 mills on a dollar.

—The Oregon Voter of Portland has prepared a schedule showing the school tax levies in several leading cities, as follows: Los Angeles, 12.38; San Francisco, 5.10; Minneapolis, 12.07; Kansas City, 12.75; Seattle, 22.07; Indianapolis, 13.72; Rochester, 9.50; Portland, 11.60; Denver, 16.85; Toledo, 9.59; Providence, 9.61; St. Paul, 8.78; Oakland, 16.96; Salt Lake City, 19.67; Spokane, 13.22; Tacoma, 12.50; Portland, 1925, 12.60; average, 1924, 12.90.

—The school authorities of New York state have come to the conclusion that the legislature must provide a more liberal support. Dr. Frank P. Graves, state commissioner of education, said recently: "Investigation will still continue as to larger tax units in rural sections and as to what shall be done with exceptionally weak rural schools. Further investigation is also necessary as to sources from which the state can raise the necessary additional moneys for the schools without increasing school taxes upon real estate, for real estate taxes are often altogether too heavy at the present time."

—The schools of Perth Amboy, N. J., are overcrowded. The blame is placed upon the city council. The News of that city discussing the subject says: "It is unfair for the aldermen to go the limit in making the city budget at this time without considering the schools, and then either ignore the schools altogether when they put in their claim for attention, or pile up the city debt and try to blame the heavy taxes on the cost of education. Now is the time to take all this into consideration. The public schools

are just as much a part of the city government as the police department, the fire department or the street department. Incidentally, the law is more emphatic regarding education, and it is apparent that the schools are to have first consideration. The budget for next year cannot be made up without some consideration being given the school situation for the coming year."

—Bernard M. Sheridan, superintendent of schools, Lawrence, Mass., has notified Mayor Walter T. Rochefort that \$20,000 more will be required to maintain the schools to the end of the term.

Bond Issue Campaigns

Harrisburg, Penna. The \$1,750,000 school bond issue was carried by a vote of 13,864 to 4,268. This exceeds by far any majority ever given a school bond issue in that city. The town is on tiptoe in interest on high schools. The vote on the annexation of Susquehanna township for the John Harris high school site was carried by a similar vote. Superintendent C. H. Garwood made the school child the pivot around which all groups and factions could rally. The four newspapers and all the commercial and civic bodies cooperated in the campaign.

OHIO COUNTY SCHOOL BOND ISSUES

The school bond elections held in Ohio have, with the exception of four counties, been reported with the following results:

Ashtabula County. Two bond issues passed: Windsor Township, \$50,000 for centralized school; Richmond, \$55,000 for centralized school. Most all townships passed the three-mill levy. Jefferson and Rome townships can't run eight months.

Defiance County. No bond issues voted. No levies were voted. Highland and Milford townships will be forced to close.

Franklin County. Four bond issues voted on—two carried. Reynoldsburg, \$100,000; Plain Township, \$100,000. Three mill levy passed at Grandview Heights.

Huron County. Lyme Township—bond issue, \$55,000—new building. Hartland Township—three-mill levy.

Portage County. All townships but one passed the three-mill levy.

Washington County. Lowell Village—bonds, \$20,000—gymnasium and auditorium. Ten out of 25 carried levy as follows: Dunham Rural, Beverly Village, Fairfield, Lawrence, Lower Salem Village, Ludlow, Marietta, Newport, Palmer Rural, Salem.

Wyandot County. No bond issues. Eden Township carried two-mill levy for three years December 24th, 1924. Jackson Township defeated one-mill levy and will not be able to pay salaries or transportation.

Adams County. Bond issues carried: Manchester, \$75,000; Jefferson Rural, \$25,000; West Union, \$12,000. Winchester and West Union, three mills, 1925. Wayne Rural, three mills, 1924.

Erie County. Vermilion Village—\$200,000 bond issue for new high school. Milan and Florence Rural will run eight months, due to failure of levy.

Highland County. No bond issues. Dodson Rural, Lynchburg, Paint Consolidated, Penn Rural, Whiteoak and Brushcreek passed three-mill levy December 24th, 1924. Eleven voted—six carried—some will be forced to close.

Meigs County. Ten voted levies—four carried. None will be forced to close.

ARRANGE FOR CONVENTION AND EXHIBITS

The National Association of Public School Business Officials will hold its annual convention for 1925 in Kansas City, May 18th to 22nd. Local committees headed by Mr. J. B. Jackson secretary of the board of education, have been appointed to handle the convention and to care for the commercial exhibit which is to be a feature of the meeting. The convention will be housed in the Hotel Baltimore, and the meetings will take place in the Francis First room, on the Mezzanine floor. The exhibits will be held in the Elizabethan room, and in the adjoining corridors and balcony.

The local committees are headed as follows: Finance, Mr. J. B. Jackson, chairman; Publicity Committee, Mr. George Widder; Exhibits Committee, Mr. Charles S. Parker; Reception Committee, Mr. J. H. Brady; Program and Entertainment Committee, Nate W. Downes, chairman.

THE TROPICAL PAINT & OIL CO.
1228-1270 W. 70th St.,
Cleveland, Ohio.

BOARD OF EDUCATION
SCHOOL DISTRICT

JAN. 10, 1924

Gentlemen:

You are advised that we have used considerable amount of Floorkote and indeed find them very satisfactory, and the services rendered by you and the manner of doing business equally so.

I am sure our Superintendent of Buildings and Grounds would be pleased to answer inquiries from any of your prospective customers as to what he thinks of your paint and oil.

Yours truly,
[Signature]
CLERK.

The Tropical Paint & Oil Co.,
1228-1270 W. 70th St.,
Cleveland, Ohio.

Please send prices and complete facts about Floorkote. Also interested in items checked.

☐ Toconamel—A tough, durable enamel in colors for walls and ceilings.

☐ Tocotone—A washable, flat wall paint in colors.

☐ Waxolene—A floor dressing with disinfecting properties.

Name

Title

City..... State.....

2/25

DENZAR



The peculiar fitness of DENZAR for classroom illumination is convincingly demonstrated by thousands of satisfactory installations in all parts of the country.

We will gladly send you on request an impressive list of grade schools, high schools and colleges in which DENZAR is used.

DENZAR is made in various styles and sizes to meet all requirements of classroom, auditorium and gymnasium lighting.

Without expense or obligation on your part we will gladly arrange for a demonstration in any school building you may designate so that you may see for yourself why DENZAR is the preferred light for schools.

BEARDSLEE CHANDELIER MFG. CO.

219 South Jefferson St.,
CHICAGO

SCHOOL BUILDING NEWS

SCHOOL HOUSING SITUATION IN NEW JERSEY

Reports transmitted to the state education department of New Jersey at the beginning of the present school year show that there is a slight improvement in the school housing facilities over those of a year ago. Due to the construction of new buildings, the 35 city districts with a September enrollment of 330,204 have taken care of the normal increase in enrollment, and in addition, have reduced the percentage of pupils on part time to 11.8 per cent as compared with thirteen per cent on part time a year ago. This is the first year a decrease has been reported in part-time pupils, so that it is expected there will be an improvement in conditions rather than a great shortage.

The city school districts reported 38,951 pupils on part time and 4,738 in portable or rented buildings. This is 11.8 per cent of the children on part time and 1.4 per cent in portable or temporary quarters. During 1923-24 there were provided in cities a total of 10,460 new sittings, with a normal increase in enrollment of approximately 6,500. During 1924-25 there were provided 19,270 additional sittings which, in addition to taking care of the expected increase in enrollment, should reduce the number of pupils on part time to about 25,000.

SCHOOL BUILDING NEWS

—The delay in carrying out a comprehensive school building program at New Bedford, Mass., is charged by Edward R. Hathaway, to be due to the dilatory tactics of Mayor Remington. Some 1,800 pupils are crowded into a building having capacity for only 1,000, and 963 pupils are housed in portables. On the other hand it is claimed that see-sawing between the school

board and the city council is the cause for the delay.

—Dr. F. C. Schurmeier, president of the Elgin, Ill., board of education, in arguing for a \$650,000 junior high school, gave out an extended interview to the public press in which he quoted W. S. Deffenbaugh, chief of city schools, bureau of education, and William C. Bruce, editor of the American School Board Journal. These quotations define the junior high school both as to educational merit and economy in school administration.

—When a committee of citizens called on President Lucius F. Hollett to ask for a \$50,000 swimming pool for one of the high schools, the answer was that so long as there is a shortage of grade schools requests of this character cannot be entertained.

—North Little Rock, Ark. The school board has issued bonds amounting to \$225,000 for the erection of five grade buildings. The buildings are well under way and will be occupied during the second semester.

—Keokuk, Ia. Three new school buildings were recently dedicated with appropriate programs for each. The buildings include the Wells-Carey, the Torrence, and the senior high school building.

—William B. Ittner, the schoolhouse expert, has been called by the Colorado Springs, Colo., board of education to pass upon the new buildings just completed.

—The auditorium of the University of Washington has been declared a firetrap by the Seattle fire marshal.

—The mayor of Syracuse, N. Y., has asked the local school board to dismiss John R. Gee, superintendent of repairs, because of alleged neglect of duty. The board has decided to ignore the request.

—Superintendent E. J. Jones and members of the Albany, N. Y., school board recently inspected the new Central Park School at Schenectady.

—Highland Park, Mich. A \$450,000 school site election, voted upon December 8th, was carried by a large majority. The vote gives the Angell School a much needed extension of its grounds to the east, and gives to the north a plot of ground approximating nine acres in size, on which ample school facilities may be provided

for years to come. The site will afford not only play space for the Ford School, but also for adults. It has sufficient area for a skating pond, a baseball diamond, a football gridiron, tennis courts and other athletic facilities.

—Salisbury, N. C. A contract was recently let for the erection of a high school building to cost \$300,000. The building was planned by Architect C. Gadsden Sayre, of Greensboro, under the supervision of Dr. George D. Strayer, and Dr. N. L. Engelhardt, of Columbia University.

—The state education department of New Jersey has just completed a school building survey of Hopewell Township, Mercer County, the recommendations of which have been approved by the district's board of education. The voters of the district have been asked to authorize the raising of funds to provide sufficient school facilities for the next five years.

—The Lincoln School, at South Bend, Ind., was dedicated on December 16th, with appropriate exercises. Supt. W. W. Borden of the city schools presided at the afternoon program, and Dr. R. B. Dugdale at the evening program. Following the program, the guests were invited to inspect the building.

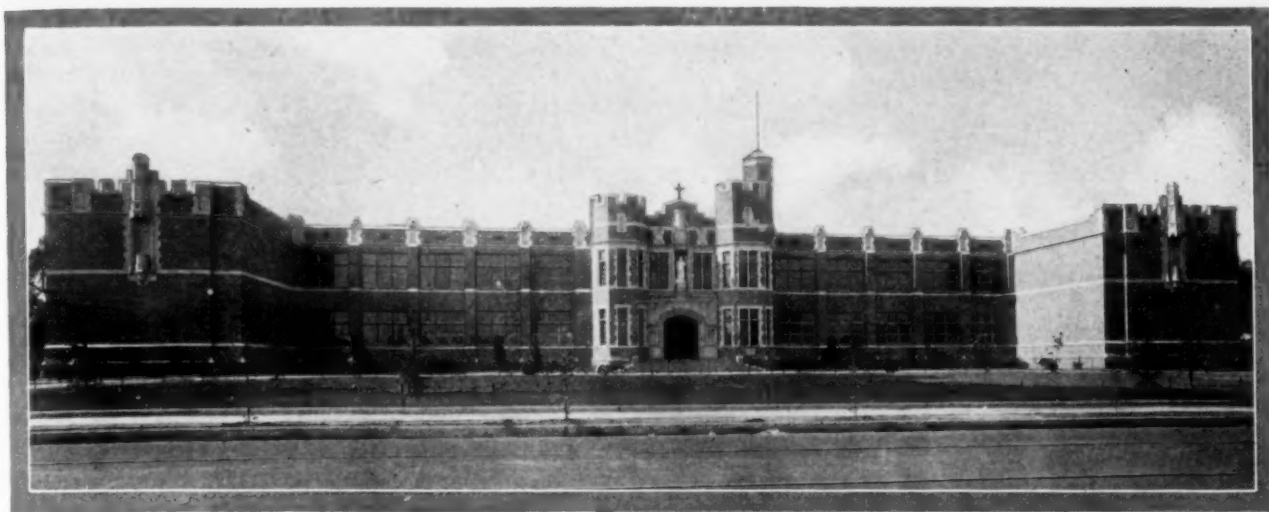
—Rahway, N. J. The school board has begun the erection of another one-story grammar school containing seventeen classrooms. It is located near the Lincoln Highway and will take care of the rapidly increasing population in that section of the city.

—Sacramento, Calif. Within the last ten years the city has expended more than \$5,000,000 on its schools, or an average of between \$55 and \$60 for each man, woman and child in the city. During this period the school plant has been entirely rebuilt. In place of wornout buildings and barracks, there are now twelve new, up-to-date schools with every modern convenience, and three reconstructed buildings fully suited to the present demands.

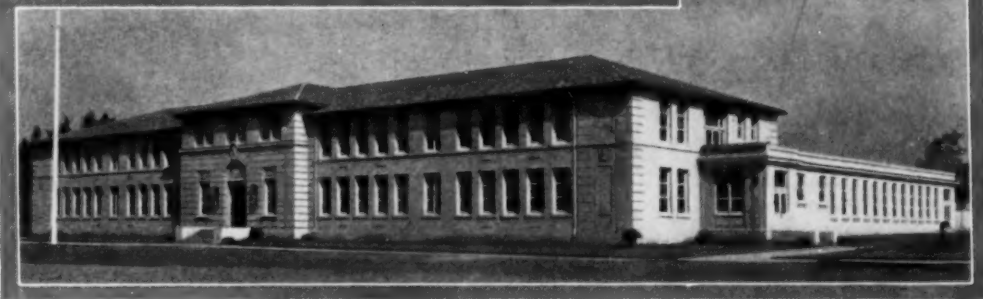
First in importance among these buildings is the new high school structure which, with the thirty-acre tract of land on which it stands, costs \$1,540,000.

—The Girls' Commercial High School of New York City moved into its new building on Tuesday, December 16th. The new building provides

(Continued on Page 84)



Conaty Memorial School, Los Angeles, Calif., above, and the Alexander Hamilton Junior High School, Oakland, Calif., right, schools built with Donovan Awning Type Windows.



The Quality Window for Modern Schools

Truscon Steel Donovan Awning Type Windows are the perfect window for school buildings. Satisfactory lighting and complete control of natural ventilation are assured in this type of window, designed especially to meet the demands of modern school construction. These windows are constructed entirely of copper steel. They are fireproof and weathertight. Their design and construction harmonize with practically any architectural treatment. Truscon Donovan Windows will not deteriorate. They will last as long as the building endures.

In awning type windows the sash projections are outward and when the sash are individually equipped with shades they serve as awnings. In Truscon Donovan Type Windows manipulation of the lower sash operates the upper sashes simultaneously, though the lower may also be operated independently of the others. The Truscon Window is simple in construction, so perfectly balanced that all sashes may be opened or closed in one simple movement. It is the quality window for modern schools.

Truscon Steel Windows are being installed in the following school structures now in process of erection in various parts of the country: Elias Brookings School, Springfield, Mass. M. W. Maloney, Archt., Springfield, Mass. West Warwick School, Providence, R. I. Harry Slocum, Archt. Avenue Grammar School, Ventura, Calif. A. E. Hogsett, Archt., Los Angeles, Calif. School for District No. 3, Bristol, Conn. Harold A. Hayden, Archt., Bristol, Conn. Yonkers High School, Yonkers, New York. Howard G. Chamberlain, Archt., Yonkers, New York.

Write today for further information.

TRUSCON STEEL COMPANY, YOUNGSTOWN, OHIO

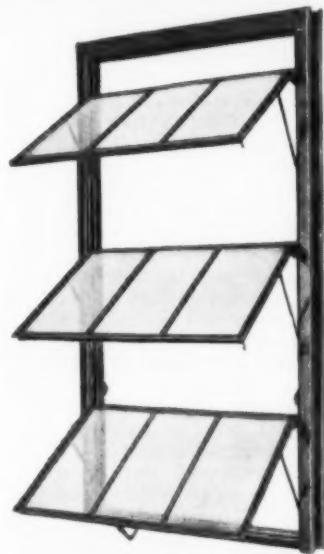
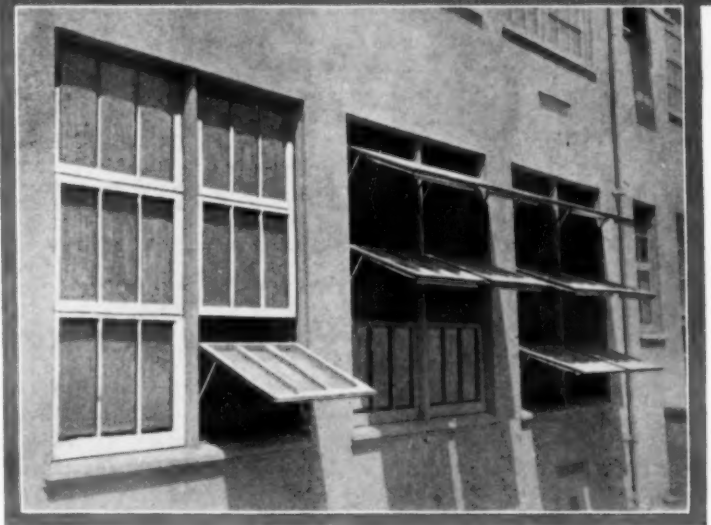
*Warehouses and Sales Offices from Pacific to Atlantic.
For addresses see phone books of principal cities.
Canada: Walkerville, Ont. Foreign Div.: New York.*

TRUSCON

STEEL

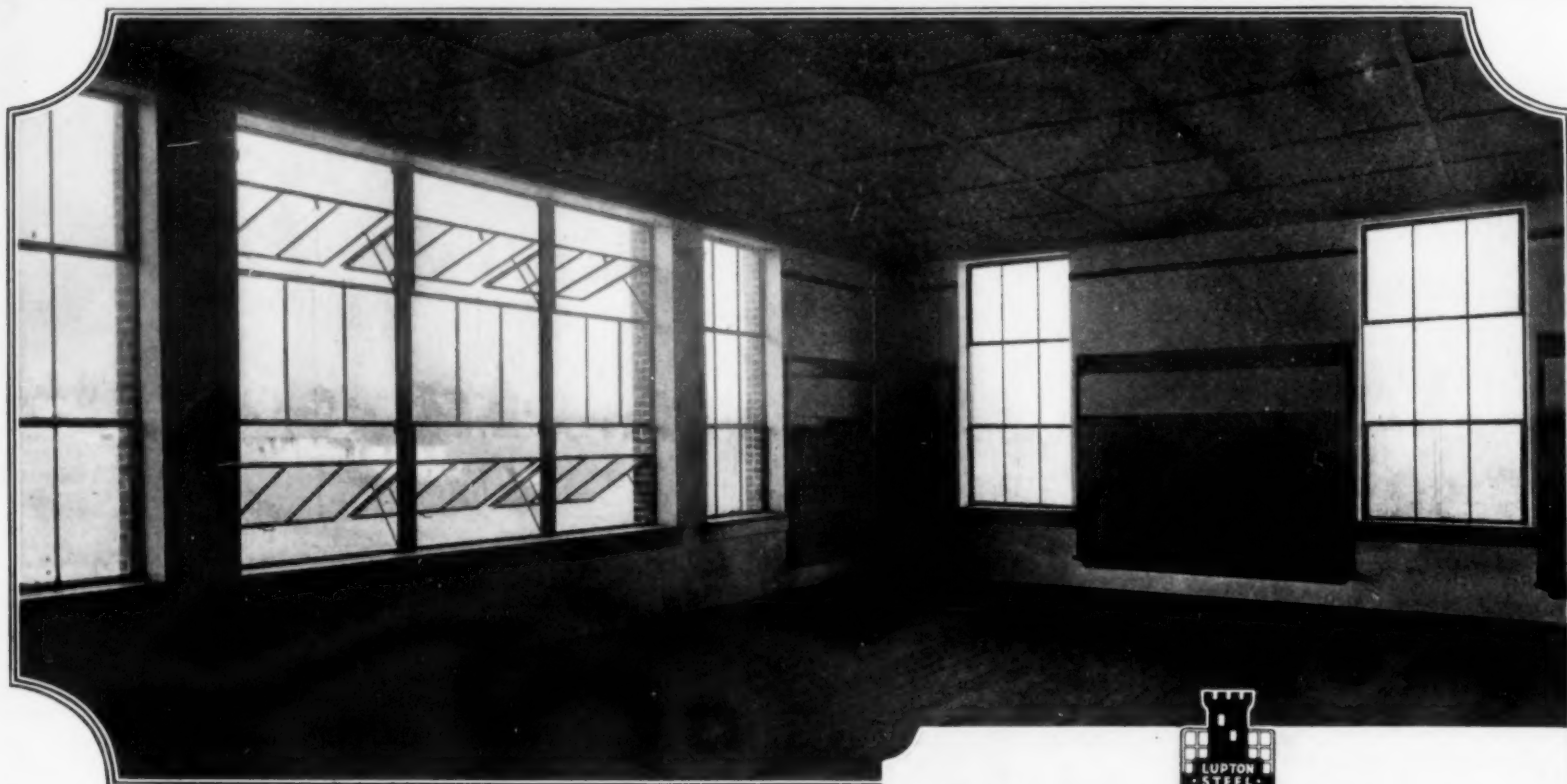
DONOVAN

AWNING TYPE WINDOWS



See It Yourself

This full-sized Truscon Donovan Awning Type Window will be exhibited at the National Educational Association Convention in Cincinnati, Ohio, February 22nd to 29th. Make yourself at home in the Truscon Booth. It is No. 68.



LUPTON *Projected Windows*

Give excellent natural light and ventilation in schools

DAVID LUPTON'S SONS CO.

Founded 1871
PHILADELPHIA



(Continued from Page 82)

accommodations for 3,150 students in full-time classes, whereas the old building took care of 2,000 students in double sessions. The school offers both academic and practical courses in its curriculum.

—A total of 21,987 new sittings for pupils have been provided with the reopening of the schools in February. These include nine new structures and three additions to buildings.

Of the new structures, Manhattan has two schools; Bronx three, Brooklyn four, Queens four, and Richmond, one addition.

—Tusculum, Ala. A new high school has been completed at a cost of \$125,000.

—Minneapolis, Minn. The board of estimate and taxation has approved the appropriation of \$250,000 from the 1924 bond surplus for the Hamilton and Hay schools, the amount to be divided as follows: Fifty thousand dollars for each school; \$150,000 for new sites. The funds are to be reimbursed out of next year's bond issue.

—Jonesboro, Ark. Three new schools will be erected this year at a total cost of approximately \$90,000. The buildings comprise a school of eleven rooms for colored pupils, a ward school of ten rooms for white pupils, and a junior high school of eight to fifteen rooms for white pupils. All the buildings will be constructed in brick and will be fully equipped for all school purposes.

—A school bond issue of \$144,000 was carried at Fairfield, Ala., by a vote of 190 to one. This will purchase a twelve-acre tract and provide for the construction of a new high school. The board of education made a full statement of the school needs to the voters and invited their support. The board consists of C. J. Donald, C. A. Buck, S. C. King, J. T. McLaughlin, and Dr. J. T. Endsley.

—At Le Claire, Ia., a schoolhouse was destroyed by fire. It was insured for \$7,000. It will require \$60,000 to build a new school. Under the Iowa law the district cannot issue bonds in excess of five per cent of its taxable valuation. This would yield only \$21,000. The board of education will have to find a way of financing the deficit.

—Ilion, N. Y. A proposition to appropriate \$110,000 for the enlargement of the West Hill graded school was approved by the voters on

December 6th. A similar election to appropriate \$160,000 for the enlargement of the high school building was approved in October last.

—Jonesboro, Ark. The board will erect three new school buildings this year. One is a colored school of eleven rooms, to cost \$25,000; one a ward school of ten rooms, to cost \$30,000, and one is a junior high school of eight to fifteen rooms, estimated to cost \$35,000. All will be of brick construction and fully equipped for school needs.

—Ontario, Calif. The Ontario school district has voted \$64,000 in bonds for the erection of an eight-room school on a site owned by the board.

—Fort Wayne, Ind. Plans have been completed for a school playground program amounting to \$1,000,000.

—Johnstown, Pa. The school board has adopted rules and regulations to govern the renting of the auditoriums of the central high school and Cochran junior high school buildings. A schedule of uniform rates to be paid for the use of the auditoriums is included in the rules.

—Duluth, Minn. The school board received bids on January 9th for the sale of \$1,250,000 in bonds. The proceeds will be used to provide funds for building schools and for other purposes. Each of the bonds were in the amount of \$1,000 and bear five per cent interest.

—W. C. Morrey, Horace S. Hunt, and J. Frost of the Jackson, Michigan, board of education visited Dayton, Cincinnati, Columbus, and Toledo to get ideas for a new high school. "Some of them were classics of architectural beauty," replied Mr. Morrey. "But," he added, "the taxpayers must have gasped when they paid the cost. In some of the schools the walls and window ledges were all marble throughout the entire building, and the other members of the committee with myself, thought it needless extravagance. We observed that some of the newly built schools were lavish in costly material, but shortsighted in planning sufficiently large auditoriums. Some already were overcrowded. Our tour of the schools was more profitable in showing us what to avoid than what to follow."

—The burning of the schoolhouse at Altus, Oklahoma, will deprive 105 children of schooling for the balance of the school year.

—The destruction of the Morton school at Cicero, Ill., means a \$500,000 loss. Rebuilding will proceed at once.

—Undismayed by two defeats, the school trustees at San Pablo, Calif., will call another election for a \$45,000 bond issue to finance improvements to the local grammar school. The decision is the result of the defeat of the bonds at the election held on December 9th. The defeat of the bonds caused intense indignation since there is no question as to the need of additional school facilities.

—Lincoln, Nebr. School bonds amounting to \$750,000 were recently awarded to the First Trust Company of Lincoln by the school board. The bond issue is to mature in forty years, and the interest rate is four and one-half per cent.

—Supt. E. O. Marsh of Jackson, Mich., accompanied by the members of the building and grounds committee of the board of education, made a trip of inspection recently to various cities in Ohio with the purpose of examining high school buildings and facilities preparatory to the erection of the new high school. Visits were made at Toledo, Dayton, Cincinnati, Columbus, Akron and Cleveland.

—Audubon, N. J. The citizens have voted favorably on the erection of a high school to cost \$460,000. The proposition was carried by a vote of five to one.

—Expenditures of \$63,528,320 for operating the public schools of New Jersey last year were shown in the annual report of Commissioner John Enright, submitted to the state education board in December last. This outlay cared for a total enrollment of 715,877 pupils and a force of 22,693 teachers. Of the total expenditures shown, \$49,200,487 fell within the classification of current expenses and the remainder consisting of \$14,327,832 was expended in repairs and replacements in school buildings.

—Reading, Pa. By a vote of seven to one, the board has adopted a resolution to issue bonds in the amount of \$500,000 for the acquiring of new property and for improving the school system.

—San Francisco, Calif. The board of supervisors has advanced the school building program with an appropriation of \$426,764 for additional lands and buildings. The largest appropriation was \$382,866 to provide for the immediate construction of the new Alamo elementary school.

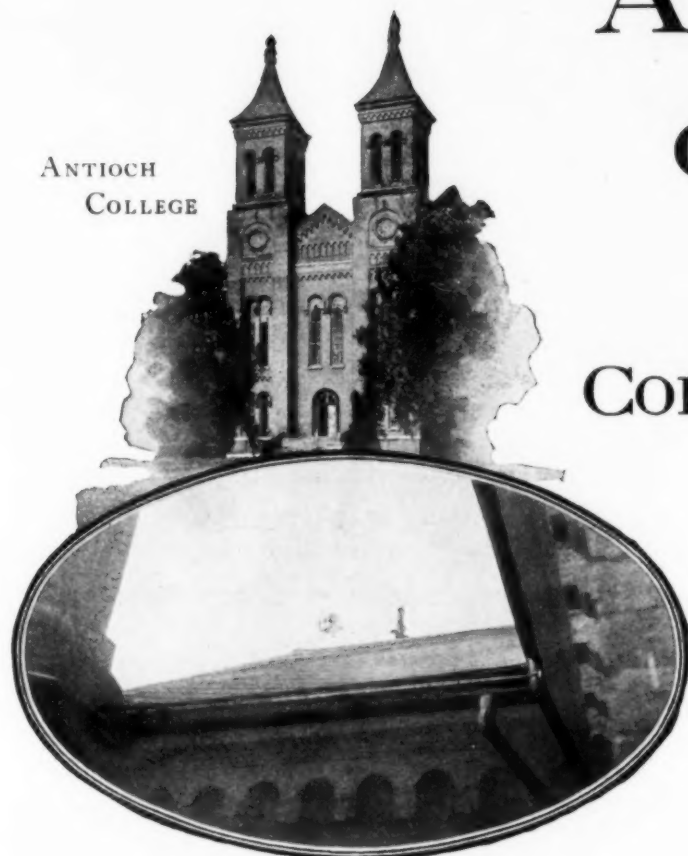
—Minneapolis, Minn. A revised school build-

(Concluded on Page 86)

When Building, Altering or Repairing—

it pays to use

COPPER, BRASS and BRONZE



ANTIOCH
COLLEGE

*COPPER towers, gutters and leaders
still in service after 60 years.*

Schools and colleges are permanent institutions. The use of short-lived materials in their construction leads to frequent replacement expense.

BRASS for water piping, BRONZE and BRASS for hardware and lighting fixtures and COPPER for roofing, gutters and downspouts guarantee efficiency and economy in building construction.

For example, at Antioch College, after almost 60 years of service, COPPER gutters and downspouts were retained in use when a building was recently remodeled.

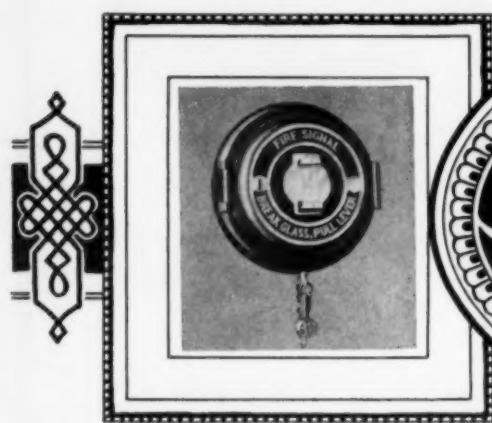
COPPER & BRASS RESEARCH ASSOCIATION

25 Broadway - New York

Our Building Service Department is
at the disposal of Educational Boards

Below is shown the new High School recently completed at Patchogue, Long Island, N. Y. Its cupola is roofed with COPPER. The sheet-metal work throughout is COPPER. Tooker & Marsh, Architects





School No. 76, Locust Point,
Baltimore, Md.
Architects
O. G. Simonson, Baltimore, Md.
Electrical Contractors
Riggs Distler Co., Baltimore, Md.

Fire Alarm and Signal Systems for Schools

The new school No. 76 of Locust Point, Baltimore, Md., is protected by Holtzer-Cabot Alarm and Signal Systems.

The Fire Alarm System installed offers complete protection to this new building at the minimum cost of up-keep. The addition of this school to the already imposing list of buildings Holtzer-Cabot equipped is the greatest testimonial and proof of the superiority of our systems.

In this vital matter of Fire protection, may we not send you brochures "Signal Systems for Schools and Public Buildings?"

HOME OFFICE AND FACTORY
125 Amory St., Boston, Mass.

CHICAGO OFFICE
6161-65 South State St., Chicago, Ill.

THE HOLTZER-CABOT ELECTRIC CO.

(Concluded from Page 84)

ing and site program aggregating \$2,310,000 for 1925 has been presented to the board of estimate and taxation as part of a five-year school program involving a total expenditure of \$9,500,000.

A survey was made by A. C. Godward, engineer for the estimate board, in cooperation with Supt. Wm. F. Webster, and George F. Womrath, business superintendent, with the result that a program showing the districts and estimated costs of the sites, together with other building estimates, have been made available to the board.

Included in the \$9,500,000 five-year period, which ends in 1928, are estimates of nearly \$2,500,000 for new elementary schools.

—Lima, O. The school board has employed Mr. Walter M. DeKalb as school architect, on a part-time basis. One of the first duties of the new architect will be to make an exhaustive study of the school plant, with a view of laying a foundation for standardization. A survey will also be made to determine the changes necessary in the older buildings to adapt them to modern educational needs.

—Dayton, O. President Wm. D. Blaik, in his annual report, called attention to the completion of the \$4,000,000 school program in September, 1926. The program calls for the construction of eight new buildings and the remodeling of eight existing structures. The construction of the Roosevelt high school was cited as the greatest achievement during the past year.

—Cincinnati, O. Threatened with a stoppage of work on one of its school buildings through a dispute between two labor unions, the board of education has joined with the Pittsburgh board in a campaign to effect a permanent method of preventing jurisdictional labor disputes on school building construction.

It appears that the Pittsburgh board, with several of its building projects tied up by jurisdictional disputes, has begun a nation-wide movement, to bring about a permanent method of handling such disputes so they will not tie up school building construction in the future.

The action came as a result of a tieup of work on the Robert Fulton School because of labor disputes. One labor union questioned the right of another to carry steel to the upper floors and

to lay it in position in the building. Disputes of one kind or another also tied up the construction work at the time the Hartwell and Withrow schools were built.

—Battle Creek, Mich. Under the direction of the parent-teacher associations of the several schools, and with the cooperation of the pupils and parents of the individual districts represented, new and distinctive names for each of the schools have been selected and presented to the board for approval. Among the names listed are Woodrow Wilson, Jefferson, McKinley, Lincoln, Roosevelt, Washington, Franklin and Fremont. The last named is the first to be approved and to be inscribed upon an actual structure.

—Rock Island, Ill. The school board has adopted a rental policy to govern the public use of auditoriums or gymnasiums in four schools. Under the policy adopted, organizations not directly connected with school activities, must bear the heating and lighting expenses in the Washington, Franklin, Audubon and high school auditoriums or gymnasiums. Other schools will be opened free of charge.

A regular fee has been established for gymnasium use which is to be charged to cover lighting expenses. Where heat is desired, an extra charge will be made.

—Harrisburg, Pa. Preliminary sketches for the John Harris high school have been prepared and construction work on the building will start on March 2nd.

—Chicago, Ill. To provide funds for the city schools for 1926, the board of education has recommended to the city council an expenditure of \$75,000,000. This is \$5,000,000 more than that asked for 1925 and brings approximately \$68,000,000 to the schools when collection costs and other deductions have been made. The gross total will be divided as follows: Educational purposes, \$48,000,000; buildings, \$25,000,000; textbooks, \$1,000,000; playgrounds, \$750,000; teachers' pensions, \$750,000.

The state of Washington recently took \$300,000 worth of the \$2,400,000 bond issue floated last year for the school expansion program at Tacoma.

—Cincinnati, O. The school board has called for a report from its special committee on the results of a trip to Columbus, Toledo and Cleveland. Among the recommendations of the committee were the following:

Purchase of building sites needed for an eight-year building program.

Employment of a competent person to study school building construction continuously.

Study of the situation with reference to crippled children.

—Erection of three new schools, at an estimated cost of \$1,700,000, has been approved by the Chicago board of education.

—The school board of Seattle, Wash., was recently warned by the fire marshal regarding unsafe conditions in school buildings. He urged immediate repair and improvement of dangerous conditions. Among the dangers to which he called attention were proximity of inflammable oils, unprotected furnace rooms, defective fire hose, unsafe stairways, and lack of proper safety exits.

RATING CLEAN SCHOOL BUILDINGS

A movement has been inaugurated by the school department of New York City to encourage clean school buildings through a system of inspection and rating. A school survey committee has been set to the task.

In announcing that the test is under way by the School Survey Committee, Supt. O'Shea emphasized the fact that there are two separate aims in this proposed change: First of all, it is hoped to work out a plan that will make it easy for principals and custodians to agree respecting the physical evidences of cleanliness in their buildings; second, it is hoped to find a method of rating custodial service that will be clearly based upon the actual physical evidences of cleanliness or uncleanness. "Anything which makes it easier for supervisors and custodians," said Supt. O'Shea, "to look for cleanliness will make it easier for custodians and principals to insist upon cleanliness."



High School, Watertown, Minnesota

A Fire Escape That Always Works

When a school building is burning and helpless, frightened children are to be gotten out speedily and safely—then is when you want a fire escape that has no hitches and flaws.

No trouble with mechanical devices; no congestion due to timid souls who are seized with sudden paralyzing terror due to dizziness or a thousand other causes. With a Standard fire

escape on the job, the youngsters sit down at one end of the chute and zip—about two seconds and out they come on the ground, safe and sound.

There are many features about the Standard fire escape that make it worth your consideration, exclusive of its reasonable price.

Write for catalog A 2.

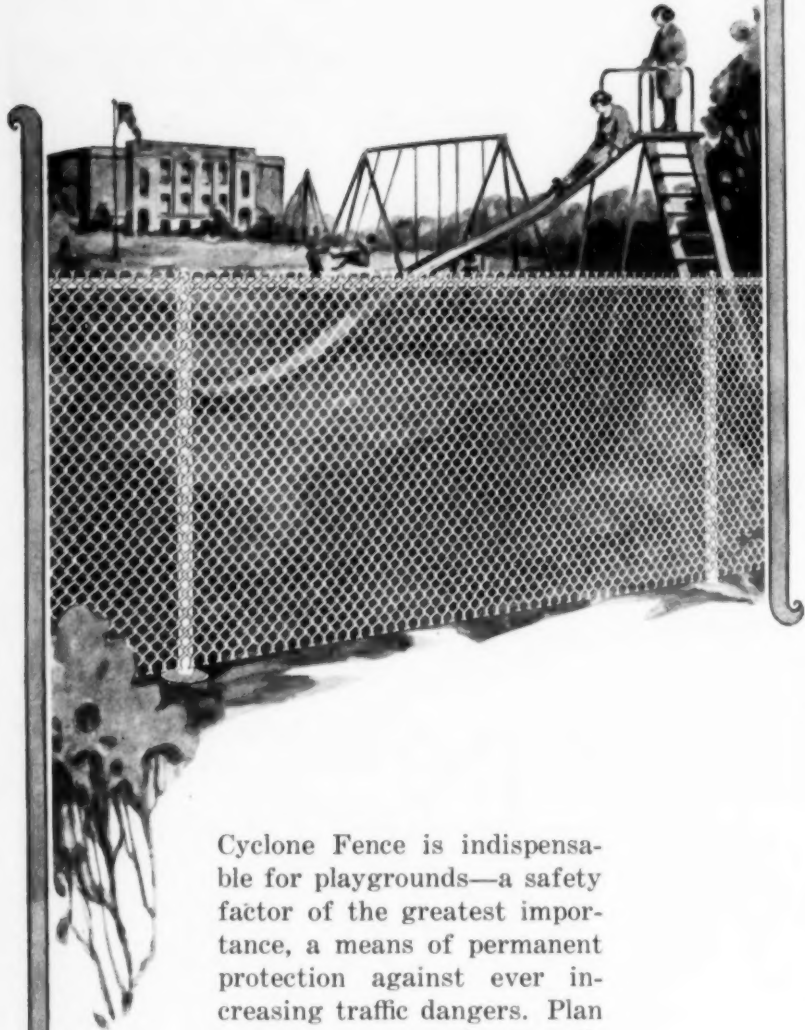
STANDARD
CONVEYOR COMPANY

General Office and Plant
North Saint Paul, Minnesota

Manufacturers of
Brown Portable Products

Representatives in All Principal Cities

A Safety Zone for Playgrounds--



Cyclone Fence is indispensable for playgrounds—a safety factor of the greatest importance, a means of permanent protection against ever increasing traffic dangers. Plan now to fence your playgrounds this Spring.

Our Experience of many years in school and playground fencing is available to you through Cyclone Nation-wide Service. Cyclone engineers will study your fencing requirements and submit estimates of cost without obligation. Cyclone offers you complete fencing service.

Write nearest offices.

CYCLONE FENCE COMPANY

Factories and Offices:

Waukegan, Ill. Cleveland, O.
Newark, N. J. Fort Worth, Tex.

Western Distributors:

Standard Fence Co., Oakland, Calif.
Northwest Fence & Wire Works,
Portland, Ore.



*The Mark of
Quality Fence
and Service*

Cyclone

"Galv-After" Chain Link

Fence



Adding Space Efficiency to Locker Service

EFFICIENTLY laid out locker batteries can add greatly to usable floor space. Years of specialization in the manufacture and installation of storage units have brought to the Durand Steel Locker Company a comprehensive knowledge of the efficient use of space. The one hundred and one questions that arise such as "how wide an aisle is needed here?"; "how many lockers will fit into this space?"; "how can crowding be avoided?"; are answered correctly by experienced Durand engineers. The result noticed by the locker buyer is that space is provided where needed, there is no crowding of lockers or locker users and locker aisles are always clear. In addition, the sturdy steel construction, the two-coat finish, the simplicity of design, and the high quality steel of Durand Steel Lockers provide the further benefits of long life, low ultimate cost, and lasting pleasing appearance.

You incur no obligation by writing for a Durand Engineer to call—or by sending floor plans for locker arrangements.

DURAND STEEL LOCKER CO.

1521 Fort Dearborn
Bank Bldg., Chicago
352 West 31st Street,
New York City
1521 General Motors
Bldg., Detroit

2421 First National
Bank Bldg., Pittsburgh
2405 Chestnut Street,
Philadelphia
201 W. 15th Street,
Los Angeles

DURAND

LOCKERS STEEL SHELVING
BINS RACKS

Five Schools Burn Every Day!

You Can Save Them!

The **MILCOR** MANUAL

A Data Book on Milcor Materials and Methods including Engineering tables, Details. Specifications and General information regarding Milcor Stay-Rib and Netmesh Expanded Metal Lath, Expansion Corner Bead and Casings, Steel Domes for Reinforced Concrete Floors, Steel Channels and other Firesafe Building Products. Also "Approved Architects' Specifications."

EIGHTY-TWO per cent of America's schools are built without proper consideration for firesafeness! Only 5% can be termed truly firesafe and 13% are semi-firesafe. These are the astounding facts revealed by investigations directed by the National Committee for Chamber of Commerce Cooperation with Public Schools and the American City Bureau.

Help put a stop to dangerous school construction methods. You are in a position to do so. Write for copies of "The Milcor Manual" and "The Milcor Guide"—two reference books which every School Board Member, Architect, Engineer or Contractor should consult. They will give you data on which to base your contentions for better construction.

In many ways Milcor Firesafe Methods and Materials will actually save considerable money, while accomplishing not only firesafeness but better appearance as well. Put a stop to the fire risk in your District. The taxpayers deserve this consideration and the children themselves most certainly do. *An average of five schools burn every day!*

Write Today for these two Books: "The Milcor Manual" and "The Milcor Guide".

MILWAUKEE CORRUGATING COMPANY, Milwaukee, Wisconsin
Kansas City, Mo. LaCrosse, Wis. Minneapolis, Minn. Chicago, Ill. Little Rock, Ark. Boston, Mass.

The **MILCOR** GUIDE

A Reference Book on Milcor Architectural Sheet Metal including Architectural Specifications, Mechanical Specifications and Erection Instructions on Milcor "Titelock" Metal Tile and Shingles, Ventilators, Metal Cornices and Canopies, "Invisible Joint" Metal Ceilings, Zinc and Copper Architectural Ornaments, etc. A most unusual and valuable Book.



MILCOR

FIRESAFE SHEET METAL

Products for Schools and Colleges



SCHOOL BOARD NEWS

—The services of President George J. Ryan and the New York City board of education have been praised by Frank P. Graves, state commissioner of education. Mr. Graves writes: "That you have taken such a great interest in the working children of your city, those who for one reason or another fail to go to high school, but who, nevertheless, are entitled to equal consideration with other more fortunate children who stay in the full-time school, will redound to your everlasting credit. For these and other services of great merit, I desire to commend you, and through you, your associates on the board of education and those serving under the board who have assisted in this work."

—"The average man in public life is willing to endure this criticism and the attacks that are made on him, but he does so for a price—he is paid for his services and he is working for money. But there is one type of public service which draws no pay and yet those who are engaged in it are subject to the very severest of knocks. It embraces those who serve the public without money recompense, notably among which might be mentioned the members of the school board." So says the Oil City, Pa., Derrick. "School directors of the past in Oil City have had many problems to face and solve, but it is probable that no other school board ever had more to deal with than those who are now serving their terms. No matter what any person may think of the actions of any one member of the board on a particular question, he cannot but admit that that particular man voted as his conscience told him to. There may be some differences of opinion between members of the board as to the feasibility of certain plans, yet it cannot be doubted but that each

director is doing what he believes to be best." —Five members of the board of examiners of the New York City board of education were charged with "irregularities" in a report submitted December 4th to the board of education by President George J. Ryan, who conducted the investigation of the examining board.

In the report, Joseph M. Sheehan, deposed chairman of the examiners, was charged with using "methods to say the least dubious" and examiners Byrnes, Hervey, Smith, and Hannig were cited as having "used undoubtful guile" and making decisions "based on questionable grounds." The first three have been members of the board since its establishment 25 years ago and have tested 30,000 teachers now serving in the city schools.

The report asks that the board of examiners modify their own procedure in accordance with the following recommendations: "They should maintain a set calendar and record their proceedings definitely and intelligently in minutes formulated and filed for reference. They should evolve some method of more speedily preparing eligible lists as a result of examinations. They should formulate definite and uniform standards in the preparation of examination papers, in the correction of papers, in establishing passing marks and in other matters of procedure in examinations. They should set reasonable standards regarding the equating of outside experience in connection with placement upon salary schedules. They should formulate and adhere to a better method of handling appeals from an examination rating. They should adopt ordinary business methods in the handling of correspondence and in filing. They should amplify their by-laws so that they will more directly describe the duties of the chairman and other officers, the routine of their work, and the examination requirements. They should require the filing as documents, of comments made by the examiners on regular forms used in the examination of candidates. They should vest in the chairman sufficient authority to enable him to perform his functions as well as to shoulder his responsibilities. They should formulate a definite procedure regarding the number of appeals to be taken by the teacher."

The report of President Ryan was later attacked by Joseph M. Sheehan, deposed chair-

man of the examiners, and by the two members with no charges against them, Mr. Louis Marks and Mr. Joseph Van Denburg. Mr. Marks and Mr. Van Denburg reattacked Mr. Sheehan and defended their accused colleagues, making an appeal to the board against the Ryan report.

—According to the provisions of chapter 145, of the public laws of New Jersey for 1913, boards of education in the state are liable, under the workmen's compensation act, for all injuries fatal or otherwise arising out of and in the course of employment and sustained by employees whose salaries are \$1,200 or less per annum. For injuries sustained by employees whose salaries exceed \$1,200, boards of education are exempted from liability by the provisions of the state laws. The New Jersey Supreme Court, however, holds that the exemption of municipalities from liability in the case of injury to employees receiving a salary above \$1,200 does not extend to injuries resulting in death, but that in such cases, municipalities are liable in the same manner as though employees received salaries of \$1,200 or less.

As far as injury to pupils is concerned, the attorney general holds that in the absence of any express statutory provision imposing liability upon boards of education for physical injury sustained by pupils while on school property, or while being transported to and from school, a board of education can be held in no way responsible as a board for any injury thus sustained by a pupil. The exemption, however, in no way extends to any agent of the board, or to a transportation contractor, who in the event of negligence, can be held personally responsible.

—Assistant Attorney General H. R. Coulomb, of New Jersey, has recently rendered an opinion concerning the responsibility of school boards in regard to injuries sustained by school boys acting as traffic officers.

Mr. Coulomb, in his opinion, holds that a board of education, in its corporate capacity, would not be responsible for any injury suffered by the pupil; nor would it be responsible for damages sustained by others in consequence of the negligent act of the pupil. There may be conditions under which the principal designating such boy might incur liability to the boy and his parents in case of injury, if the boy

Reducing school maintenance costs

The wisest school boards do not experiment with ways and means of reducing maintenance costs. They follow the proved experience of schools that did their experimenting long ago. Some of that experience is embodied in the suggestions below:

Floors—A concrete floor is like a piece of sandpaper. Under friction and wear it fills the air with silicate dust that is extremely harmful to lungs, clothing, and equipment. Before the dusting process proceeds very far, holes, hollows, and worn places make their appearance. Then you have a new floor to lay or some patching to do.

Yet it is a simple matter to make a concrete floor both dustproof and wearproof. All that is needed is an application of Lapidolith, the liquid chemical floor hardener. Lapidolith is flushed on a floor like water. It penetrates the porous cement, binds the loose particles together, and fills up the voids. It hydrates the free lime, changing the porous structure by chemical action to a dense, flint-like substance. A fine, even, close-grained surface of crystalline formation is the result. This surface resists the hardest kind of service indefinitely, without showing the slightest signs of dusting or wearing.

Lapidolith is easy to apply. It goes on either a new floor or an old one, and a surface treated

at night is ready for business by morning.

If your floors are of wood, you can do away with floor oils and at the same time prevent the wood from splintering, rotting, or drying out. A treatment with Lignophol will do the trick. This preservative dressing penetrates the wood, restoring its natural gum and oil. One treatment lasts for years, giving a hard, smooth, sanitary surface.

Painted Surfaces—Water is a much cheaper material than paint with which to brighten walls. If your interiors are painted with Cemcoat, you can make them look like new simply by the application of water and a little soap. Cemcoat is a gloss, eggshell or flat enamel paint that not only stays white long after other paints turn yellow, but can be washed again and again without showing any ill effects. And because of its body it usually requires one less coat for a given surface.

Cemcoat is especially suitable for brick, concrete, or plaster walls. The lime that is always in such walls causes most paint to scale off very quickly—but not Cemcoat. It is made for exteriors as well as interiors, in white and colors.

Exterior Walls—If moisture seeps through your walls in a driving rain storm you will be glad to know about Hydrocide Colorless. This material is a perfect waterproofing for brickwork that does not impair the natural beauty of a wall in the slightest. Hydrocide Colorless is applied on the outside of a building but its presence can not be detected. It penetrates the brick. It contains no paraffin and hence does not run in hot weather; it does not collect dust; and it can be painted. Buildings are permanently dry and warm where Hydrocide Colorless is used.

Roofs—If your roof leaks, Stormtight will quickly and permanently repair the trouble. This thick, elastic, rubber-like compound adheres to any surface, wet or dry. It can be applied by anyone over any material. A small leak, or a large one, can be repaired with but little expense of time or trouble and at small cost. At the same time an entire roof surface can be made lastingly waterproof with Stormtight. Many an old roof that was about due for replacement has been made as good as new by an application of Stormtight, thus saving the school board the cost of laying a new roof.

Send for literature giving further details on any of the above products

L. Sonneborn Sons, Inc.

114 Fifth Avenue

New York City

selected was not capable of performing the service. In other words, if a principal sent out a child who was not mentally or physically capable of performing this dangerous service, she might be charged with negligence in so doing, and thus be made responsible for the consequent damage. Whether or not the child was mentally or physically capable would, in most instances, at least, be a jury question.

—The board of education of Nanaimo, B. C., has notified the neighboring school districts that it will exact a high school tuition fee of \$50 a year. The board estimates that the cost of conducting its high school is \$75.55 per pupil.

—The board of education of Saginaw, Mich., has carried its case before the Supreme Court of the state, asking that it be made mandatory upon the city board of estimates to approve its budget for school purposes as presented by the board.

The case hinges on the action of the Saginaw city board of estimates in cutting \$50,000 off the board's budget last June. The board claims that the school district is operated under the general educational law of 1915, and that the sole duty of the board of estimates is to see that the total tax levied does not exceed the mill limitation. The city authorities contend that a charter provision gives the board of estimates power to cut the board's budget as it sees fit. The final decision of the court will determine whether or not the educational act of 1915 repeals all charter sections, and whether the board is to have a free hand in directing its expenditures in cities operating under this law.

—Under an opinion handed down by Attorney General Crabbe of Ohio, the Lima school board was unable to borrow sufficient money to meet bonds, sinking fund and operation expenses during January and February.

—Under a recent decision of the Illinois Supreme Court, the Alton Water Works Company is not obliged to furnish free water to the public and parochial schools of the city. The city and the board of education are separate corporate entities, and the parochial schools are private institutions, under the decision of the court.

—Public-spirited citizens of New Bloomfield, Mo., came to the rescue of the school board in

December, by agreeing to underwrite a loan of \$8,500 at the local bank. This action enabled the board to pay the balance due on the reconstructed school, which the contractor had refused to turn over until he had been paid for his work. It also settled a strike of the school teachers, who walked out because the board could not guarantee their salaries following the failure of the bond issue.

—Seattle, Wash. The school board, in executive session, conducted a hearing of the 21 high school students who were recently suspended following a party at which liquor was consumed. School officials who made an investigation of the affair made their report to the board at that time. Parents of the students, who insisted on reinstatement, appeared to question the right of the board to suspend the students.

—Stamford, Conn. A complete report on the present condition of the school plant, together with recommendations for its improvement and information as to methods to be followed, were presented to the school board recently by W. G. Stephens, superintendent of the state trade school and acting assistant superintendent of schools.

In his report, Mr. Stephens urged the appointment of a man to take charge of the school buildings, who should be responsible for their repair and upkeep. He further recommended that this employee be given control over the expenditures of supervision of the plant and upkeep of the buildings, that he be required to make up that part of the annual budget taking care of such expenditures, and that he have the necessary technical knowledge.

The report is most complete in its detail and indicates that the school plant is in a deplorable condition. It comprises about 24 photographs of parts of the plant showing graphically some of the conditions in urgent need of attention.

Mr. Stephens makes clear that, by making the school buildings safe and sanitary, by developing a spirit of service in all those who are engaged in the educational system, by setting a goal that makes the schools the best in the state, the board will be taking action that will cause it to receive the support of every citizen.

—A majority of members of the school board at St. Louis, Mo., have expressed themselves as favorable to salary increases which were denied

by the board in September of last year. In addition to the salary increases to be given to teachers, janitors and matrons will also be granted higher pay. It is estimated that the proposed increases will add \$100,000 to the school budget for 1924-1925, \$200,000 the next year, and \$350,000 the third year, which will be the maximum.

—A bill to equalize educational opportunities in Wisconsin is to be presented to the next legislature as a solution of the present inequalities in the state school system, according to George M. Dick, of the State Department of Instruction. A basic point in the proposed equalization law is a state distributive fund large enough to act as an equalizing amount for those districts whose valuation is insufficient to provide adequate public tax for school purposes.

A repeal of the seven-tenths mill tax is another provision, together with incorporation of the funds annually coming to the state treasury from inheritance taxes into a school fund, the income of which will be added to the state distributive fund to be used as an equalizer.

Under the new plan, three and one-half million dollars from the school fund would be distributed to the school districts of the state on the basis of \$250 for each elementary school-room unit, and on condition that an equivalent amount be raised through a county tax to be distributed on the same basis.

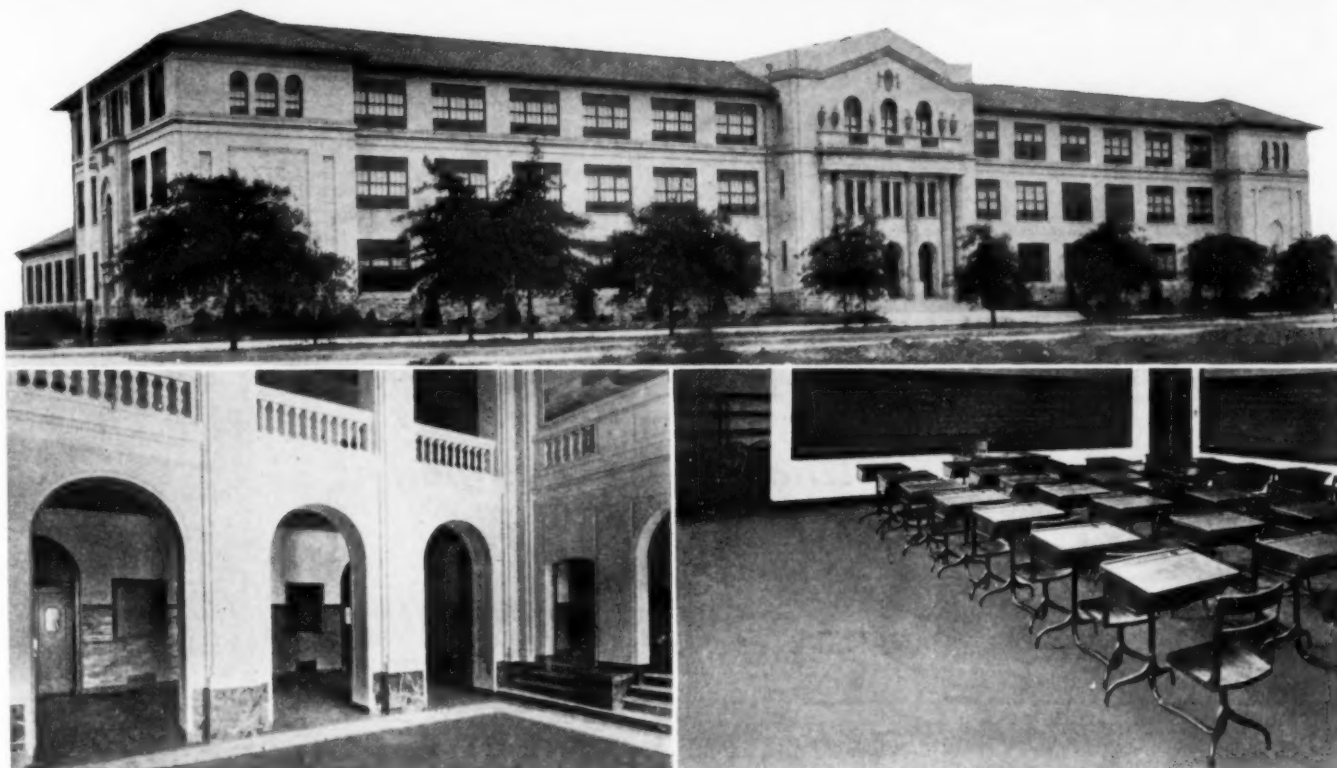
—Bath, N. Y. The school board has accepted a gift of a dental clinic. The clinic has been installed at the high school at a cost of \$1,200.

—Business Manager John E. Byrnes of the Chicago board of education has recently urged the erection of an administration building on land owned by the board at South Dearborn and West Monroe streets. A building twenty stories high has been recommended, to cost a total of \$7,600,000. It is pointed out that the cost of maintaining general offices has risen from \$16,000 in 1894 to \$200,180 in 1924.

—Salem, Mass. The school board recently voted in favor of the appointment of a committee to cooperate with certain book publishers in bringing legal action against the city for the collection of claims. The action seeks to collect money for books delivered for which no payment had been made. It appears that the city auditor

(Continued on Page 92)

FLOORING



80,000 square feet of Duraflex-A flooring used in the Cooper B. Hatch Junior High School, Camden, New Jersey: Clyde S. Adams, Architect. Duraflex-A, a tough, resilient, dustless flooring, is laid in one continuous seamless sheet: durable, quiet, easily cleaned, and is unaffected by water, alkalis or acids.

The DURAFLEX COMPANY, Inc.

MAIN OFFICE AND PLANT

BALTIMORE, MARYLAND

BOSTON, Lawyers Building
GREENSBORO, N. C.
GREENVILLE, S. C.

*There is no Substitute
for Quality Duraflex*

NEW YORK, 347 Madison Avenue
PHILADELPHIA, Flanders Building
WASHINGTON, 1110 F Street, N. W.

DURAFLEX-A

Light and Learning

Years ago, the backward student was pushed aside by his more fortunate classmates in their upward climb through the grades.

Today, in modern schools, we fit him with glasses, care for his teeth, ventilate his study rooms and find him heading the class as often as he footed it before.

Besides all this, perfect lighting is equally essential to his mental and physical development. Eye-strain will tear down in a few months all that you've builded in years. See to it then, that Brascolite, famous for its soft, glareless light, is installed in your school. Our catalogs will give you complete information. A request will bring them. No obligation.



Type AH
Brascolite

Over
One Million
Brascolites
In Use

The EDWIN E. GUTH COMPANY
DESIGNERS - ENGINEERS - MANUFACTURERS

Lighting

ST. LOUIS



Equipment

U. S. A.

Formerly the St. Louis Brass Mfg. Co., and the Brascolite Company
BRANCH OFFICES (Sales and Service) In Principal Cities



Type YD
Brascolite

Largest
Manufacturers
Of
Lighting Fixtures

H1007

(Continued from Page 90)

refused to permit any transfer of funds seeking payment for extra books purchased for the schools.

—Hamilton, Ohio. The school board has taken action to prevent the unnecessary destruction of school property by offering a reward of \$25 for the arrest and conviction of vandals. It is reported that more than 25 windows in schools have been broken by unknown molesters.

—Shreveport, La. The Caddo Parish school board has been remembered in the will of the late Joe Herndon, a wealthy negro, who died recently at Texarkana. The deceased held valuable properties, including oil lands and his will provided that \$12,000 be given the school board for the improvement of colored schools.

—Chicago, Ill. The school board has voted to employ efficiency engineers to survey the school system with a view of eliminating the \$15,000,000 deficit in funds. The survey will cover a study of all departments connected with the conduct and management of the school system.

—The school board of Oklahoma City, Okla., has registered its opposition to the erection of restaurants, pop stands or candy stores in close proximity to school buildings. The board takes the stand that these stores not only interfere with the devotion of pupils to their duties, but also constitute a menace to the safety of children who congregate at these places between school sessions.

—New Castle, Pa. The school board has approved a plan for erecting a concrete stadium for Franklin Field at a cost of about \$30,000. The stadium will be built in sections, the first section to seat about 5,000 persons. The expense will be borne by private subscriptions from interested students and patrons, and by the sale of tickets to games.

—Kearney, Neb. The school board has refused to appropriate any money toward the milk fund for undernourished children in the schools.

Under a new plan adopted for the present year, the milk will be distributed as long as the fund remains. The distribution of the milk will be effected under the direction of the school nurse. Only children who are underweight, or whose parents wish them to have milk, will be given it. Parents who are able to pay for the milk must do so, if they wish their children to have it.

—Great Falls, Mont. The school board proposes the adoption of a new rule, under which high school students taking summer school work will be required to pay a sufficient fee to cover the expenses of the extra session. It is the belief of the board that some pupils are encouraged to loaf on the job during the winter and then go to summer school to make up failures.

—Spokane, Wash. Caps and gowns have been adopted as the regulation apparel for high school graduating classes. The board will purchase the gowns and rent them to the students at a nominal fee.

—Perry, N. Y. The school board has refused to allow the use of the gymnasium for outside recreational purposes such as basketball. The refusal was based on the experience of other cities where the spectators did considerable damage to the building while in attendance at these games.

—Lynn, Mass. The mayor of the city has sponsored an order, approved by the school board, calling for the appointment of a citizens' committee to study and to devise ways and means for the construction of a community stadium. The stadium is to be built with funds subscribed by interested citizens and will be completed within a year's time.

—Syracuse, N. Y. An investigation of charges that unsafe and obsolete machinery has been installed in two new junior high schools has been begun by the board of education. The charges were made by Principal William J. Knight of the Nottingham Junior High School, who declared that machinery in the school is antiquated, obsolete and useless in its present form, and that it is without guards as required by law. Similar conditions, it was pointed out, also prevail at the Roosevelt Junior High School.

—Supt. Frank W. Ballou, of Washington, D. C., at a recent conference of the board of education and representatives of the civic organizations, declared that various items had been removed from the original school budget for the next fiscal year. An analytical comparison shows that approximately \$3,250,000 have been removed from the board's original budget by the bureau of the budget, the greatest reductions being made in the building program. The

budget originally totaled \$12,500,000, but upon arrival in Congress had been reduced to \$9,250,000.

—Waverly, N. Y. The school board has prohibited special dances in the high school unless permission has been given to responsible persons. The action is the result of complaints of drinking, smoking and "petting" parties in connection with a Thanksgiving dance.

—Beverly, Mass. The school board has raised the tuition fee for non-resident high school students from \$90 to \$125.

—Mayor Walrath of Syracuse, N. Y., is seeking to have introduced in the legislature a bill for abolishing the present board of education. The bill provides for the creation of a non-partisan board of three members, to serve long terms with definite salaries. Under the plan, there will be a superintendent in charge of strictly educational matters; a financial superintendent in charge of finances, supplies, etc., and a building superintendent, who will be in charge of all building, replacement and repair.

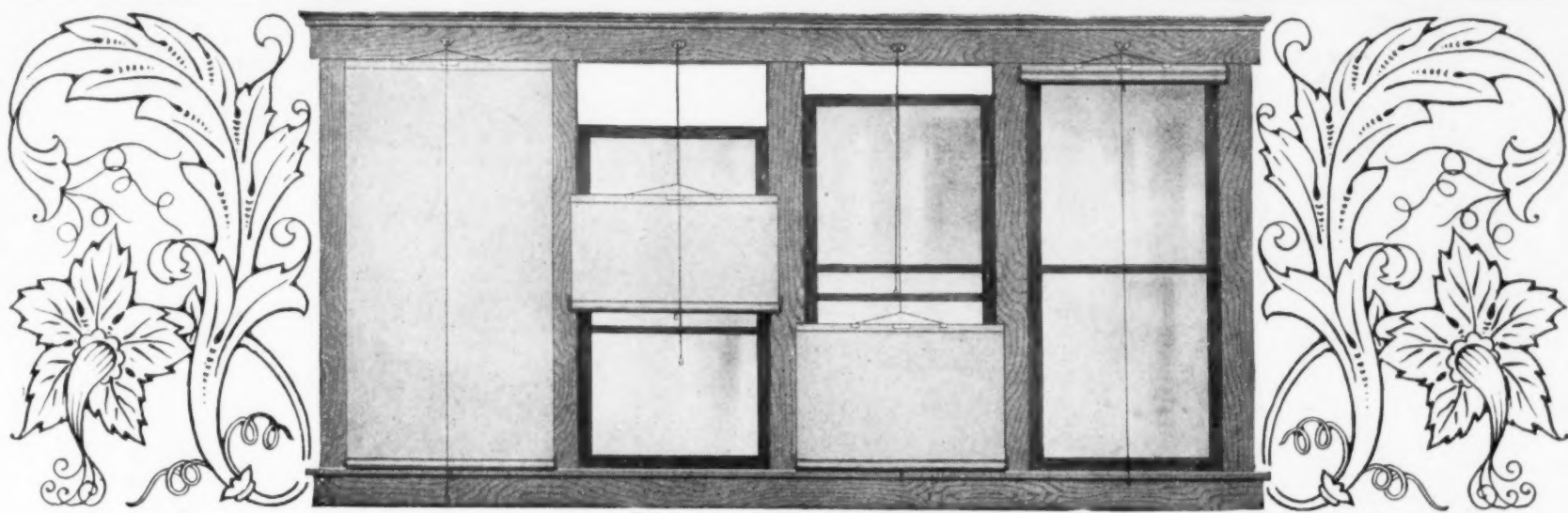
—The action of the board of Lima, Ohio, permitting children who will reach the age of six years between December and July, to be entered in the first grade with the opening of the second semester, has compelled the installation of four additional portable buildings.

—Senator Howard A. Cann, of Frankfort, Ind., has proposed a bill to be introduced in the state legislature, making it possible for uniform textbooks to be used by pupils for a longer period than at the present time. It is the purpose to have the schoolbook situation fixed so that frequent changes in books will not be required, resulting in considerable savings to school patrons.

—Chicago, Ill. The school board has proposed an increase in the average membership of elementary classes to 44, beginning with the school year 1924-1925. The change would result in a saving of \$411,400.

—Newark, N. J. The all-year schools will continue for another year at least, according to action taken by the board of education. The board in rescinding action taken in June last to abolish the schools, has appointed a special committee to study the problem and to make a report at some future date. The change came

(Concluded on Page 94)



Patented Jan. 8, '07, and Aug. 7, 1928.

Draper Adjustable Window Shades

To Draperize Is To Modernize

Visit our display
at
Booth No. 5,
N. E. A. Convention
A demonstration of
our shade will
interest you



Different types
To Fit Every
Kind of Window.



Descriptive literature
will gladly be
sent on request.

Draper Adjustable Window Shades are particularly adapted to school use—because they're specially designed and built for just that purpose. They're easy to adjust—absolutely positive in action—any child can operate them without the slightest difficulty. And, they're "fool-proof," too—just can't be put out of order—because, they're made and guaranteed to withstand every abuse to which they might be subjected in ordinary use.

Besides this, they're an absolute essential to classroom efficiency and health promotion. They insure ideal reading light and proper ventilation at all times—shut out the heat and glare—providing eye ease and comfort to pupils and teacher.

For your new school and for replacement in your old school, Draper Adjustable Window Shades will prove ideal equipment. They are truly an essential factor in health protection, and an invaluable aid in maintaining maximum classroom efficiency.

*Let us send you samples and quote you
on equipping your building. There's no
obligation connected with this service.*

LUTHER O. DRAPER SHADE CO.

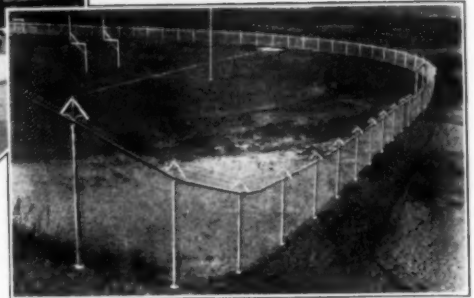
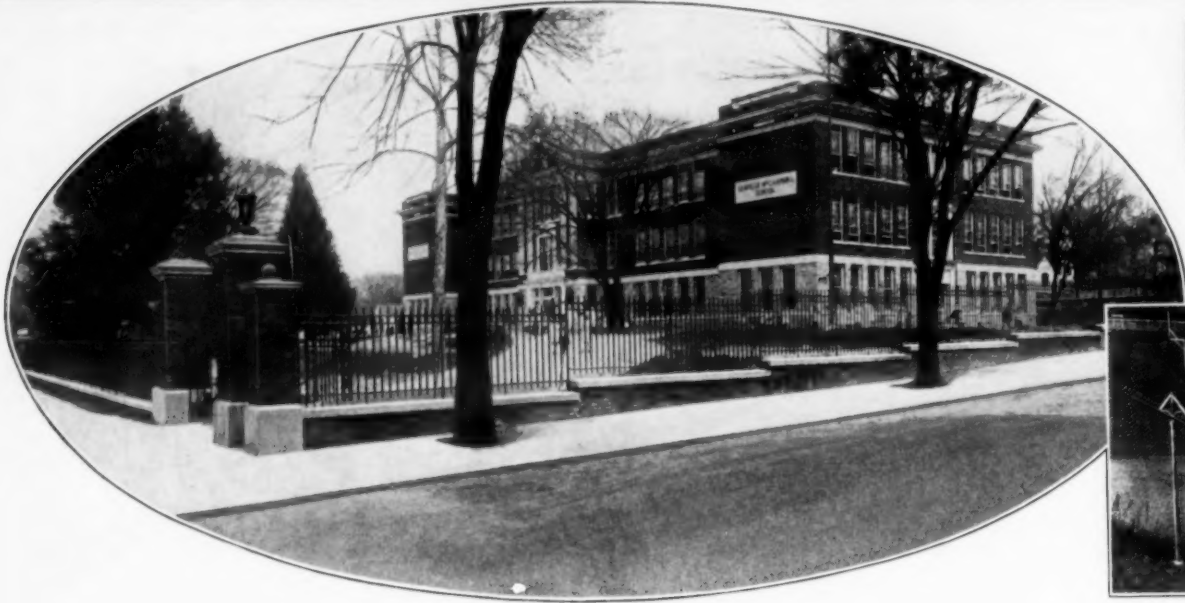
Spiceland,

Indiana

Draper Adjustable Window Shades



Meet Every School Requirement



Completed with a Stewart Iron Fence

The Board of Trustees of the Leavelle McCampbell School, Augusta, Ga., wanted to secure a fence for the school grounds that would give permanent protection at low cost, impart distinction, and harmonize with the architectural treatment of the new school building. To meet these requirements, they chose a Stewart Iron Fence.

Stewart Iron Fence meets every requirement of a permanent, artistic, economical enclosure for school grounds, parks

and playgrounds, as well as for large estates and private homes. Made in artistic designs to fit into any architectural scheme.

Where a more moderate price enclosure is desired, Stewart Chainlink Wire Fence (galvanized BEFORE or AFTER weaving) meets all demands for maximum protection at minimum yearly cost.

Stewart Service, including erecting, is available everywhere. Estimates furnished without obligation.

THE STEWART IRON WORKS COMPANY, Incorporated

"The World's Greatest Iron Fence Builders"

420 Stewart Block

Cincinnati, Ohio

(Concluded from Page 92)

as a result of complaints from citizens against the former action of the board.

—Hamilton, Ohio. A trial of the probationary promotion system has resulted favorably, according to Supt. Darrell Joyce. Under the plan, students from the fourth grade to the junior high school, who fail to pass, are advanced with their class for an eight weeks' probationary trial. If they do satisfactory work after eight weeks, they are allowed to remain in the higher class.

Out of a total of 281 pupils advanced for the first time this fall, 202 have been allowed to remain, and 79 have been demoted. This is a percentage of success of 71.9, while 28.1 per cent of the students who failed to do the work, were returned to the previous class.

—Cedar Rapids, Ia. To prevent accidents to children, the school board has authorized Supt. Arthur Deamer to cooperate with the department of safety in marking safety zones around schools where traffic is heavy. Signs have been placed fifty feet apart in the streets during the morning, noon and night rush hours.

—Children between the ages of fourteen and sixteen, who have completed the eighth grade in Iowa schools, even though they are not working, must attend continuation school, according to the state school laws. Previously, children in that classification were required to attend the continuation school only while working.

SCHOOL ADMINISTRATION NOTES.

—High school attendance in Indiana has increased 55.95 per cent in the past five years, according to a report issued by the Indiana Department of Public Instruction. The average daily attendance has likewise increased 14.91 per cent in this period of time. The report shows a gain of 6.07 per cent in enumeration as compared to 3328 per cent in enrollment. The enumeration increased from 772,854 to 819,827, and the enrollment from 460,839 to 614,212. The increase in enumeration has been due to greater zeal in searching out children of school age in the various districts, and the increase in enrollment has been attributed to the enforcement of the compulsory education law. It is shown that a larger per cent of the grade graduates now complete their high school course. In 1924 there were 17,234 graduated from the high schools, a total of 55.11 per cent

of the class completing the high school course.

It is also shown that only about half of those who begin a high school education remain to complete the four-year course. Out of an average enrollment of 33,869 in the freshman year, 17,528 remain to graduate at the end of the four years.

—Over twelve thousand high school students dropped out of the New York City schools between September and November last. The cause is assigned to the fact that the majority of boys and girls do not find in high school work just what they desire.

—There is a deficit of \$620,000 in the free text book fund of Oklahoma. In commenting on the free textbook system the Oklahoma Times says: "The truth is that many of the supposed beneficiaries of the plan find it quite unsatisfactory for many reasons. It is difficult to make children take such care of the books as the state seems to expect, so it often happens that the texts must be paid for outright, after having been paid for by taxation. The responsibility for the books also is irksome to the teachers, and there are many parents who would prefer to purchase the books outright, and keep them. There never was any sound reason for this system. The expense of books is but a negligible portion of the expense of keeping children in the grade schools. Parents who are actually unable to provide books for their children are a negligible number. For those unfortunate few, provision might easily be made without putting the school machinery of the state to the bother of this distribution, and heaping the additional taxation on people who would much prefer to buy the books outright."

—The board of education of Dubuque, Iowa, has issued an ultimatum against fraternities and sororities in the public schools.

—Supt. William J. O'Shea, of New York City, has forbidden all collections in the schools and quotes the by-law governing the matter as follows: "No teacher or pupil will be permitted to contribute toward any gift or testimonial to a principal, teacher, superintendent or other school officer, nor will money or any other thing be in any case collected, taken or received from a teacher or pupil for the purpose of presenting a gift or testimonial to any principal,

teacher, superintendent or other school officer. Collections of moneys from pupils for any purpose will not be allowed unless by permission of the board of education. Canvassing for books or other publications will not be permitted in the schools."

—Any city or town in Georgia may dedicate and set apart for use as playgrounds, recreation centers, or other recreation purposes any lands or buildings owned by the municipality not in use for some other necessary purpose, according to the laws of Georgia, 1923.

—An injunction suit against the Indianola, Iowa, school board attempting to restrain that body from issuing school bonds in the sum of \$175,000, has been dismissed by the court with a severe reprimand for the plaintiffs.

—At Oklahoma City, Okla., it has been charged by a grand jury that members of the board of education had acted as local representatives for companies selling supplies to the schools. The evidence was insufficient to warrant true bills. The members charged that no profits had been made. The Oklahoma Times says: "Even if there were no profit for board members, no man should purchase for the public from a firm in which he is interested, either as employe, official or stockholder. That is a truth generally recognized in the fiscal regulations of government. It is necessary to protect the public's interest, and violation should constitute a felony."

—Because the school board of Urbandale, Iowa, called Merle and Carl Parmenter immoral in a resolution expelling them, a suit for \$20,000 damages was filed by the father of the students. The entire school board is named as defendants.

—When Supt. Bruce M. Painter of Petaluma, Calif., filed a charge of insubordination against David L. Oberg, principal of the junior high school, the latter was dismissed by the board of education. Mr. Oberg then brought an action in the courts seeking to compel his reinstatement. The court, however, upheld the action of the board. He has now appealed to a higher court.

—Miss Frances A. Rosebrough, 89, who taught in the first "little red schoolhouse" in Freeport, Ill., died at her home in that city on December 17th. Miss Rosebrough had taught continuously for nearly 55 years.

THE FUN-FUL LINE PLAYGROUND EQUIPMENT



FUN-FUL Playground Equipment costs more than other makes, yet it is used by more schools than any other.

School heads are rightfully cautious when selecting Playground Equipment. A few dollars saved in buying unsafe apparatus may mean serious injury to a child in addition to heavy damages that must be paid.

Most all reputable school supply houses sell Fun-Ful Equipment.

Largest manufacturers of Playground Equipment

Awarded Gold Medal Brazilian Centennial Exposition, 1923

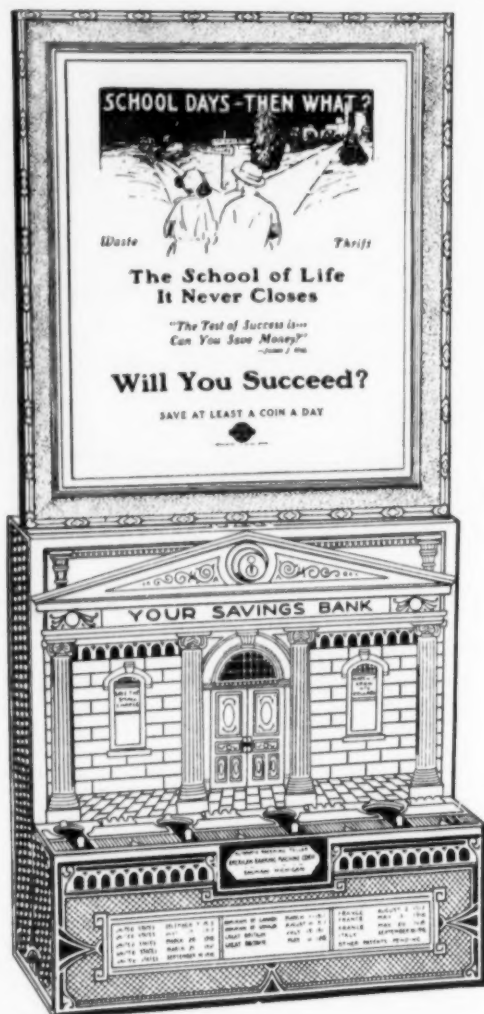
Visit our Booth, Numbers 119 and 120 at the Department of Superintendence Meeting to be held at Cincinnati February 22nd to 26th.

HILL-STANDARD Co., ANDERSON, IND.

Est. 1900

Are You Going to Cincinnati

For the Big Meeting of the Department of Superintendence Of the National Education Association February 22-26, 1925?



This is not a toy machine but a real Automatic Bank weighing 25 pounds and carrying a frame for Posters and Bulletins size $10\frac{1}{2} \times 12\frac{1}{2}$ ". It receives pennies, nickels, dimes and quarters and delivers receipts of corresponding denominations. The receipt identifies the coin deposited by its position in the machine—a patented exclusive feature of the Automatic Receiving Teller.

Receipts in stamp form are pasted in folders and taken to the bank for credit when the required amount has been accumulated. This brings the child in friendly contact with the banker. The money goes direct to the bank from the Teller.

An appropriate poster for each week is a feature of the service.

*Ask for the Original Automatic
Banking System.*

*Proven Practical and Reliable
through Eight Years of Use.*



AMERICAN BANKING MACHINE CORPORATION

Eddy Building, Saginaw, Mich.

62 Cedar Street, New York

THIS mid-winter meeting will be a particularly instructive and helpful one from the standpoint of the various department programs as well as the exhibits which will include some unusual features, as announced by Business Manager, H. A. Allan, presenting school activities on a scale never before attempted.

A special exhibit of Work-Study-Play and Platoon schools will be given by the United States Bureau of Education. One of Fine Arts and another, a Poster display illustrating the Civic Service of schools, will be put on by the Department of Superintendence.

Among the important subjects that are attracting wide-spread attention on the part of educators is Thrift and School Banking. In the state of Ohio, for example, the statutes require that at least a certain amount of time be devoted to this subject in the school-room. To carry on this work it is important that the added duties upon the teacher be made as light as possible.

That is where the Automatic Receiving Teller Plan comes in. The banking feature of school savings is conducted automatically. The children follow the same methods as they will in later life. They go to the local savings institution and receive their own pass book credits just as their parents do and this is done outside of school hours. The teacher merely instructs and encourages through cooperation in organizing and operating a simple stimulating program which develops systematic saving and thrifty, character-building habits.

This Plan has been in continuous, successful operation for the past eight years and stood the test. It is endorsed by Parent-Teacher Associations and Boards of Education and has been adopted in representative cities in all sections of the Country upon recommendation of Educators of National Prominence.

Among those who are the strongest advocates of Thrift instruction in schools and who have had experience with different plans, we quote Dr. E. G. Kimball, Chairman of the Thrift Committee in the Public Schools of Washington, D. C.:

"I most thoroughly believe in teaching Thrift in our schools. I believe in it because the need of learning the lesson of Thrift is so apparent on every hand and because childhood is the habit-forming period of life. As an easy and practical means of developing the habit of money-saving and a bank account we have found the Automatic Receiving Tellers to be a helpful means to a desired end. Their operation is simple and does not impose upon the teacher the handling of the children's money nor the keeping of financial records. The teacher's function, an important one, is to arouse the enthusiasm of the children to develop a permanent interest and thus create a habit."

An exhibit and demonstration of the Automatic Receiving Teller Plan will be made at the Cincinnati Convention. The exact location of this exhibit has not yet been determined but delegates will be informed and we extend to you all a cordial invitation to visit us. You will incur no obligation by asking us to explain our proposition in detail.



CENTRAL
HIGH SCHOOL
COLUMBUS, OHIO

Architect:
Wm. B. Ittner
St. Louis, Mo.



NORTON FLOORS

Alundum Tiles and Treads for Schoolhouse Stairs

The new Central High School, Columbus, Ohio, is one of the latest schools whose stairs have been made safe (slip-proof) and durable by the use of Norton Floors. The steps have nosings of 9x4x3/4" Alundum Stair Tile and its use assures treads that will remain permanently slip-proof and on which worn hollows will never appear—even under the severe conditions usual in schools.

There are other types of Norton Floors applicable to nearly every class of building. The booklet "Norton Floors" describing the entire line will be gladly sent upon application.



All types of Norton Floors are made permanently slip-proof, durable and quiet by the bonded electric furnace abrasives trademarked "Alundum"—long used in the well-known Norton Grinding Wheels.

NORTON COMPANY

WORCESTER, MASS.

NEW YORK CHICAGO DETROIT
PHILADELPHIA HAMILTON, ONT.

T-127

STATE SCHOOL BOARD CONVENTIONS

The winter meetings of school board associations have been well attended. The value of conferences by members of boards of education living in different sections of a county or state is growing in recognition.

True, such organizations have come and gone for many years, but these shifts have been somewhat due to the transient character of school board memberships. At the same time experience has taught that the very fact that the tenure of school board members is not more permanent makes it all the more desirable that conventions be held.

They afford an exchange of views on various administrative problems, lead to greater assurance in accepted methods and procedure, and finally enable conclusions on changes in the school laws.

The South Dakota School Board Convention

Resolutions were adopted by the school board department of the South Dakota educational association urging enlarged interest in the work of the department, higher standards, and better state support for the schools.

Amos Ayres, president of the Sioux Falls board, read a paper on "Suggested Legislation Enlarging Powers of Boards of Education." He brought out the necessity for clearer laws on purchase of school sites, handling finances connected with school athletics, defining depositories for school funds, time of annual levy, and revision of laws pertaining to tuition pupils from other districts.

Emma Rasmussen, president of the Parker board, stressed the idea that giving athletics but to few who comprise the playing teams is neither fair nor just to others. J. W. Bryant, of the Mitchell board, talked on accounting in school work, describing the Mitchell system of preparing a budget and of classifying disbursements. Discussion brought out the question of propriety of including depreciation as part of cost. It was declared school boards should have their accounting done as efficiently as is done for private concerns.

In the discussions arguments by E. F. Green of DeSmet that school costs be regulated so as to avoid criticism by radical citizens, who might tear down constructive work, brought forth indorsement of other members. E. W. Clark,

president of the Yankton board, quoted figures to show that the cost of education in America is less than the federal tax on luxuries. Mrs. Jones of Madison brought out the necessity for funds to take care of the mentally deficient. Remarks were made by Judge Lewis Larson, who also asked interest in the child welfare organization being perfected over the state.

Dr. M. S. Pittman of Michigan held that the most radical of members change their ideas and become constructive forces when they read to broaden their knowledge of educational problems.

"Another thing—the school board member should stand with his fellow members on every decision made. We have too many disgruntled school board members. Every member should stick to the majority decisions. In order to make the school better we must raise the standard, and we must obtain as highly educated people to teach in the kindergartens as in the high school. We must also establish a standard for the rural teachers." Selecting a good superintendent is the principal task of a board, he added.

Former officers were unanimously reelected. They are Israel Daniels, secretary of the Yankton board, president; Mrs. Robert H. Jones, of the Madison board, vice president; and Bert S. Van Slyke, secretary of the Sioux Falls board. The executive committee was headed by P. A. Ennis of Hot Springs.

Iowa School Directors Meet

The school directors' association of Cambria County, Iowa, held a successful meeting at Ebensburg. The meeting was addressed by Dr. J. Lynn Barnard, of the State Department of Public Instruction, and Superintendent of Schools H. E. McConnell of Mercer County.

The following officers were reelected: President, Dr. William A. Prideaux, of Blacklick Township; First Vice-President, Lester Larimer; Second Vice-President, James Young, of Upper Yoder Township; Secretary, M. C. Lynch, of Lilly; Treasurer, Irvin A. Boucher, of Summerhill Township.

The Oregon School Board Convention

Some twenty-five members representing various boards of education in different sections of the state of Oregon met at Portland under the name of the Oregon State Association of School

Boards. J. D. Kirk presided. The main subject of discussion was better school support, and it was believed that greater flexibility in distribution should be urged. W. F. Woodward, member of the Portland board of education was one of the speakers.

MINNESOTA SCHOOL BOARDS MEET

The Minnesota Associated School Boards will hold their annual convention for 1925 at the Ryan Hotel, St. Paul, Minn., February 5 and 6. President George Susens of Alexandria, Minn., will preside. It is expected that the attendance will be unusually large because problems relating to school legislation will be discussed.

The Program

Thursday, February 5th
President's Address, G. E. Susens, Alexandria.

Address, Hon. J. M. McConnell, commissioner of education, St. Paul, Minn.

Address, Hon. Theo. Christianson, governor of Minnesota.

Address, Hon. R. B. MacLean, president of the Minnesota Educational Association.

Friday, February 6th
Supplemental and State Aid, Hon. E. M. Phillips, Department of Education, St. Paul, Minn.

Election of officers and directors.

Meeting of the board of directors for 1925.

PENNSYLVANIA SCHOOL BOARD SECRETARIES MEET

The twelfth annual meeting of the Association of School Board Secretaries of Pennsylvania will be held February 10th, at the Technical High School, Harrisburg, Pa. The general meeting place for the convention will be at the Technical High School, while the delegates' headquarters will be located in the Penn-Harris Hotel. Registration for members will be provided for in the delegates' headquarters, as well as in the Technical High School.

The Program

Tuesday, February 10th, Morning Session
Business session.

Proposed constitution and by-laws.

What Can a Secretary Do between Sessions to Further the Interests of the Association?
Anna M. Tanner, Erie.

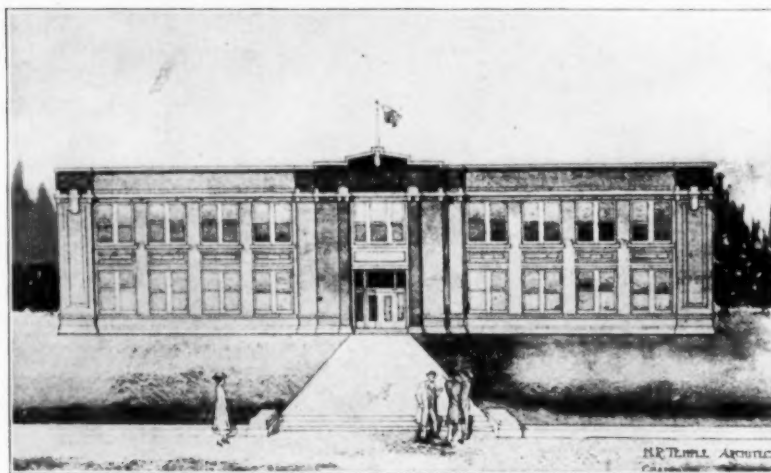


ELECTRIC TIME and PROGRAM CLOCK SYSTEMS

The cut shows a recent Landis installation, in the new Community High School, Tonica, Ill.

This building was equipped with Landis Service from the start, insuring maximum school efficiency from the time the building was first put into use.

Let us explain the advantages of Landis equipment for your new building. We are at your service without obligation. Write us today, mentioning name of Architect.



HIGH SCHOOL, TONICA, ILL.
H. R. Temple, Architect, Champaign, Ill.

LANDIS ENGINEERING & MFG. CO.

423 Board of Trade Bldg.,
INDIANAPOLIS, IND.

Waynesboro, Pa.

Compulsory Attendance and Employment Certificate, Mildred Fischer, state supervisor of attendance, Harrisburg.

Tuesday afternoon

Proposed Revision of the School Code for the Reawarding of Contracts for Supplies and Repairs, H. G. Berkhouse, Kane.

Report of National Convention of Public School Business Officials and Uniform Accounting, D. D. Hammelbaugh, Harrisburg.

Uniform Assessment, J. U. Johns, Davidsville. Property Exemption, W. D. Ridgway, Bethayres.

The Pennsylvania State School Directors' Association will meet in Harrisburg, February 11th and 12th. The program has not been announced at the time of going to press.

A. T. Peterson, of Dillon, principal of the Beaverhead County high school, was elected president of the western division of the Montana Education Association. Professor W. E. Maddock of the State University and Miss Mittie Shoup of Missoula were selected as vice-presidents. Superintendent Ira B. Fee of Missoula was reelected secretary-treasurer without opposition.

The winter meeting of the Connecticut State Teachers' Association will be held in Hartford on Saturday, February 14, 1925. The two important business matters to come before the annual meeting are the establishment of a code of ethics for the teachers of the state and the report of the special committee on revision of the state constitution of the State Association.

The mid-winter conference of superintendents and supervising agents of Connecticut was held at the state capitol, Hartford, on December 29, 30, and 31. At this meeting Superintendent Stoddard of Bronxville, New York, delivered an address on the value of individual instruction in elementary schools, and John R. Clark of the Lincoln School, Teachers College Club, Columbia University, New York, delivered an address on "Methods in Primary and Intermediate Arithmetic."

The county unit of school government was opposed by a county meeting of school directors held at Spokane, Washington. Charles W. C. Cahill of the Sharon district said: "I believe that the entire scheme of this plan is an effort to

centralize the school purchasing department so that those with selfish interests can easily gain entrance to the school funds."

The school boards of Walworth County, Wisconsin, held a convention at Elkhorn. Miss Emma Jacobson presided. Addresses were delivered by George S. Dick, Dr. F. F. Bowman, and Judge Roscoe Luce. Mr. Dick conducted a question box which elicited much interest; dealing with questions all the way from an inquiry as to the advisability of allowing the boys to help the teacher carry fuel and water and to help sweep the floor; to how long hours the teacher should remain at school. The question was asked as to whether a teacher has the right to keep a pupil after school; and corporal punishment came up for its share of discussion.

The Lawrence County school directors met at New Castle, Pa. Doris L. Fulkman presided. The principal speakers were Dr. Ezra Lehman of the Shippensburg Normal School and Dr. O. T. Corson of Columbus, Ohio. Dr. Lehman, who spoke on school costs, held that any project of a public character depends entirely upon favorable or adverse public support, and that the task of securing favorable action is squarely up to the school director. He asked that directors give thought to the pupil as well as the taxpayer when spending school money, and dared them to challenge criticism when their own consciences and precedent told them that disputed outlays were for the best interests of the community in the long run.

The fifth annual convention of the Wisconsin Association of School Boards will be held at Madison, February 5th. According to state law, boards of education, including all school boards in the state, are authorized to pay the dues in the association and expenses of delegates to meetings. The list of speakers includes Prof. E. B. Gordon and Prof. A. B. Hall, University of Wisconsin; John Callahan, state superintendent; Thomas Lloyd, inspector of high schools, E. G. Doudna, secretary, Wisconsin Teachers' Association; Mrs. E. E. Hoyt, extension division, University of Wisconsin; L. H. Miller, university high school; E. H. Niles, Fort Atkinson, and C. W. Bruce, Merrill.

Nebraska School Boards Will Meet

The Nebraska School Board Association will meet at the Hotel Lincoln, Nebraska, on February 6th and 7th. The subject of physical edu-

cation and health programs will be discussed by Superintendent R. R. McGee of Columbus. Adrian Newens, director of music of Lincoln, will discuss the high school graduate.

On the second day there will be a round table discussion by school board members. The first subject will be "What Does the Business Man Expect of the High School Graduate?" Mrs. Wm. M. Traver of Central City, and R. E. Kiplinger of Holdrege, will lead. The next topic will be "Is Supervised Study a Success?" Discussed by Mrs. Henry Fishback of Beatrice and George E. Overturf of Hastings.

In the afternoon there will be an address by M. L. Palmer, of the Lincoln board of education, on "Reasonable Economy in School Administration." Proposed school legislation will be discussed thereafter.

The officers of the association are: President, C. W. Phillips, Cambridge, and H. O. Schaaf, secretary-treasurer, David City.

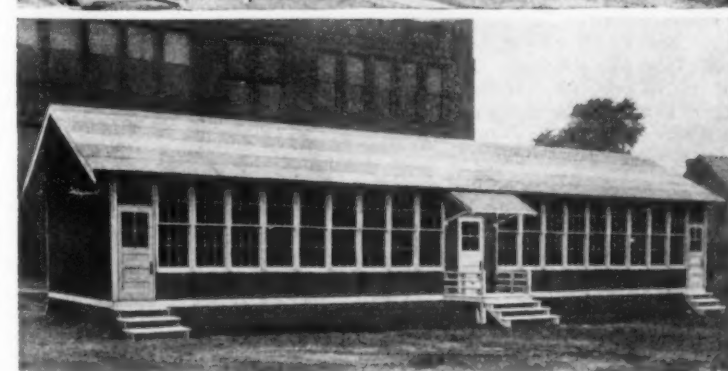
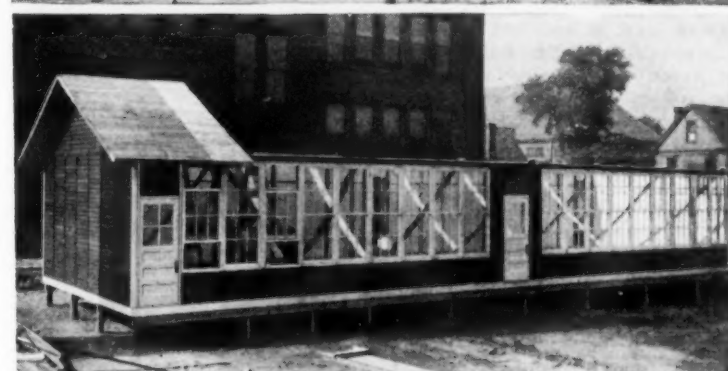
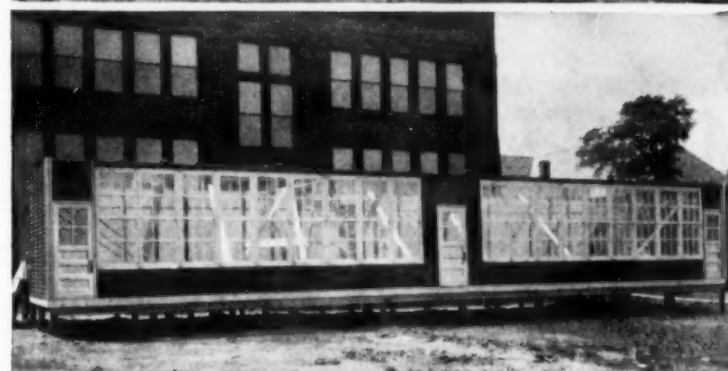
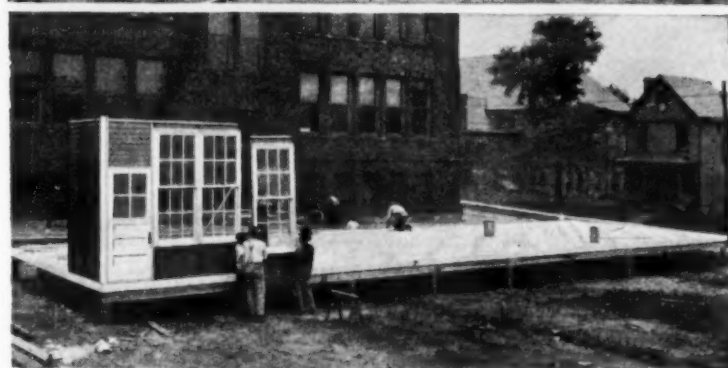
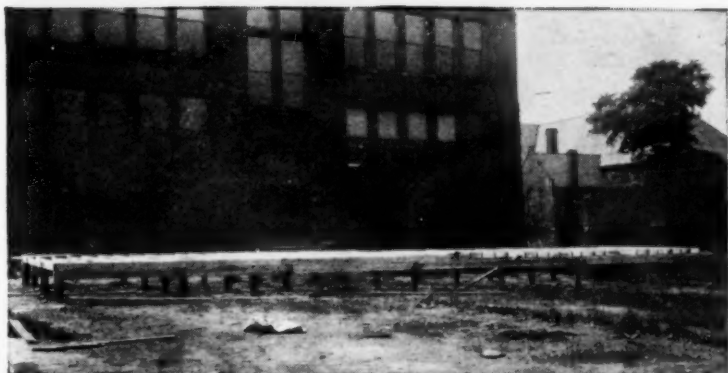
Salt Lake, Utah. Physical examinations of school teachers prior to employment has been advocated by the state association of boards of education.

The association also adopted a teachers' contract form submitted by a special committee as a tentative working basis. The present method of teacher certification was approved in general, and it was urged that boards improve the quality of teachers by increasing the requirements. It is planned to work up to the point where no teacher will be appointed who has less than two years of college work.

The schedule, which is based on the college training of the applicants, is as follows: Two years' normal school, \$850 a year; three years' normal school, \$1,000; four years' normal school, \$1,150; five years' normal school, \$1,300. Recommendation was made that teachers be given a minimum increase of \$50 annually.

A program for the reorganization of the educational system of Tennessee, as suggested by Prof. P. L. Harned, state commissioner of education, has been unanimously approved by the Conference of County and City Superintendents and City and County Boards of the State. The program is to be embodied in an educational bill, to be presented to the next legislature.

A School House for 80 in 8 Days



The outstanding feature of Circle A Portable Schools, however, is not speed of erection alone, but their substantial, comfortable construction and efficient design.

Every component part of a Circle A School is built with skill and care, by factory methods which cannot be equalled in ordinary construction, because of the specialized methods of Circle A manufacture.

Beauty and Stability

Selected and seasoned cedar and Southern yellow pine are used. Wall sections have 2 x 4 studs which interlock with weatherproof S-joints, and are finished inside with plaster board and trim. Door and window sections have all hardware fitted, complete, and are interchangeable with wall sections. Bolts and other hardware connections give a rigidity to the structure actually greater than that of most ordinary frame construction.

Health and Comfort

Insulation, ventilation and lighting are in accordance with modern scientific principles, and in advance of that afforded by many permanent buildings of older construction.

Circle A Schools are not merely suitable for temporary use (being portable, adaptable for other uses, or salable when no longer needed) but are equally suitable where permanent frame buildings of low cost are wanted.

Send for fully illustrated booklet on Circle A Schools, for present or future reference. You will find it of value.

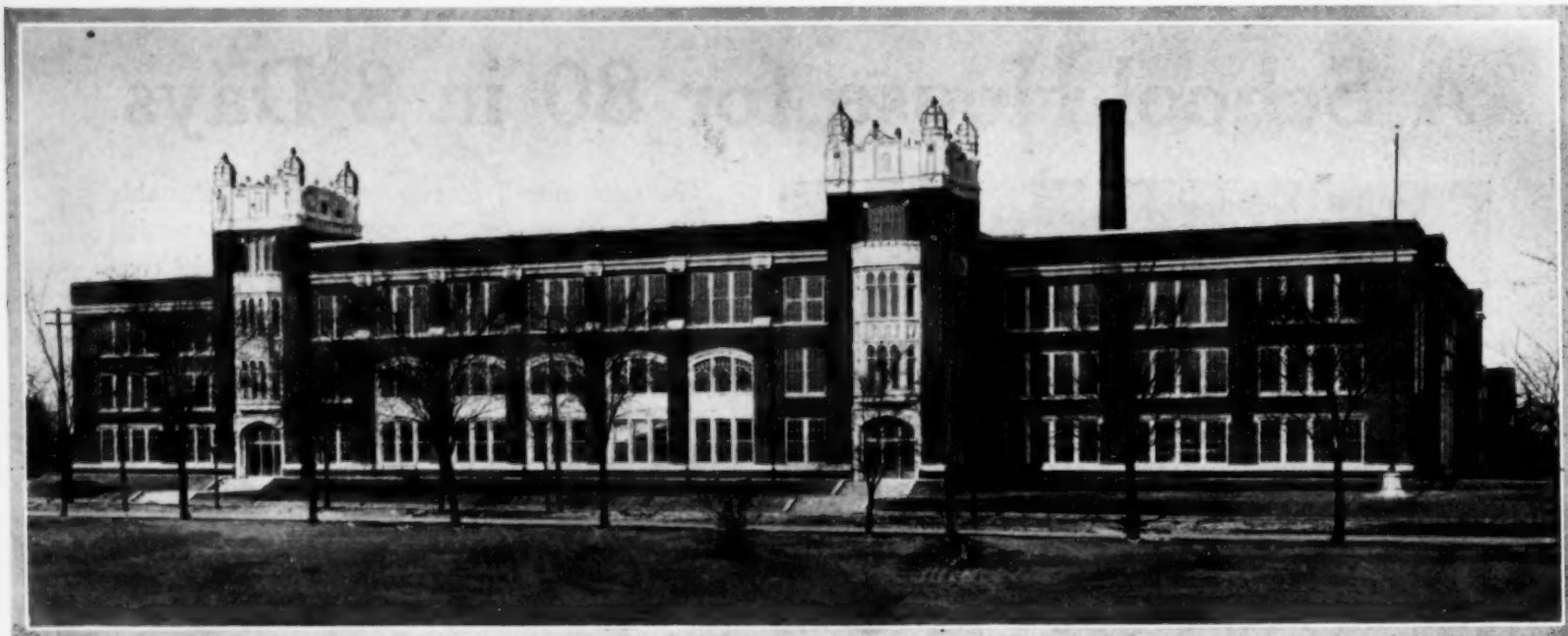
CIRCLE A PORTABLE BLEACHERS

are quickly erected or taken down and stored, and are far more economical, useful and comfortable than bleachers of stationary wood construction. Reinforced with steel and iron wherever needed, they will support a load of four times their seating capacity. Send for fully illustrated descriptive circular, "For Those Crowds," containing complete information.

CIRCLE A PRODUCTS CORPORATION
614 Neil Street, Champaign, Illinois.

CIRCLE SCHOOLS

Circle A Portable Bleachers—SECTIONAL AND PORTABLE—Circle A Portable Gymnasiums



Theodore Roosevelt Junior High School, Rockford, Ill.

Peterson & Johnson, Architects

This school, built in 1924, should serve Rockford for at least fifty years. The laboratories have Duriron drain lines to carry off the corrosives that are used in this department.

In 1974 these drain lines will be practically the same as when installed, unaffected by fifty years of acid handling.

If any other material had been used for this service, there would be necessary a succession of replacements, with continuous expense, damage and interruption.

The general use of Duriron acid-proof pipe, traps, sinks, exhaust fans, and all laboratory equipment subject to acid attack, is a sure economy.

Duriron is produced only by
The DURIRON COMPANY
 DAYTON • OHIO



EYE-SIGHT OF SCHOOL CHILDREN

The U. S. Public Health Service, in the course of certain studies in child hygiene just completed, tested the eyes of approximately 12,000 school children for defective vision as a part of a general physical examination. They were in four eastern localities: Spartanburg, S. C., and vicinity; Frederick County, Md.; Newcastle County, Del.; and Nassau County, L. I. The children were largely from rural districts and small towns.

Visual acuity was tested with Snellen's Test Types, a chart for illiterates being used for children who could not read. The vision was recorded in tenths, ten-tenths being normal. The children were from six to sixteen years of age.

Of the children of all ages, 63 per cent were found to be normal (10/10 or better) in both eyes, 27 per cent moderately defective (6/10, 7/10, or 8/10 in one eye and 6/10 or better in the other), and 10 per cent had rather poor vision (5/10 or less) in one or both eyes. One third of this 10 per cent had vision less than 3/10 in one or both eyes.

The percentage of boys with normal vision in both eyes was slightly greater than the percentage of girls. Conversely, the percentage of girls with moderately defective vision was higher than that of boys, but the percentage with poor vision was about the same for the two sexes.

The percentage of children with normal vision (10/10 or better) in both eyes increased with age. The increase, however, was all in the class with vision better than 10/10. The percentage of children with moderately defective vision decreased with age, but the percentage with markedly defective vision (3/10 or less in one or both eyes) increased markedly with age.

About 89 per cent of the children with vision as poor as 5/10 or less in one or both eyes did

not have glasses. The percentage of children who were wearing glasses increased with age.

HYGIENE AND SANITATION

—Miss Grace Beatty, school and community nurse at Gas City, Ind., has done commendable work in the schools this year. Her report for the first two months showed that in addition to inspections, physical examinations, and home visits, she had been instrumental in giving the Schick test to 435 of the 700 pupils in the city schools. Of this number, 135 pupils were given the antitoxin treatment for the prevention of diphtheria which had threatened to become an epidemic the past fall.

—Of the 169 towns in Connecticut, only 67 have one or more resident dentists. This means that the 37,715 pupils enrolled in the public schools in the remaining 102 towns exclusively of parochial and private schools will depend upon the dentists of the neighboring cities or larger towns for dental service.

—Alliance, O. The Schick test for the prevention of diphtheria among school children has been endorsed by the Alliance board of education which has given health officials the privilege of making tests with the consent of parents. If the Schick test shows that a child is naturally immune from diphtheria, no toxin will be given. However, where the tests do not show immunity, three treatments will be given in combatting the disease danger.

—Minneapolis, Minn. The school board has approved a recommendation of the Dowling school committee providing that the \$1,000 gift of the Dowling Memorial Committee be used for a dental outfit at the school. Equipment costing approximately \$850 has been ordered purchased and a suitable tablet will be placed over the door.

—More than 163,000 defects are reported to have been corrected as a result of the physical examination of New York City school children, according to the New York Department of Health Bulletin. Examination of children applying for employment certificates showed a decrease in the percentage of defects discovered during the year 1923 as compared with previous years.

—Lansing, Mich. Iodine tablets have been purchased for use this year in goiter treatment.

—Moline, Ill. The school board has approved the recommendations of a committee of physicians investigating the thyroid situation in the schools. School nurses have been asked to call the attention of parents to cases of goiter or thyroid enlargement among the children. From forty to fifty per cent of the children are afflicted with symptoms of the disease.

—At Port Clinton, O., continued emphasis is being placed on the prevention of goiter. Last year there were 100 pupils taking the iodine treatment; this year there are nearly 400 of the 1,000 pupils taking the treatment. Port Clinton is located in the goiter district and some interesting findings have been gathered by the nurses regarding the disease in this section.

Another feature of the health work to receive attention is the testing of children for diphtheria. In the last three years, Dr. C. B. Finefrock, county director of health, has Schick-tested more than 3,000 children in the county schools. More than 600 children in the city schools have also been given the test.

—Ephrata, Pa. The school board has employed a community health nurse to look after the children of pre-school age, as well as those attending the public schools. Under an agreement, the state department of health pays one-half the salary of the nurse for a period of two years and the local Red Cross chapter contributes one-fourth of the salary.

—Paterson, N. J. The Schick test has been made in one of the schools where a partial epidemic of diphtheria had developed. Parents were asked to give their permission in writing for the tests. The health board furnished the toxin and the school board covered the expense of the treatment.

—The schools of Oklahoma City, Okla., were recently awarded the silver crusaders' cup by the National Tuberculosis Association. The award is made annually in a competition of cities of over 100,000 population.

—Mr. Paul A. Ewart, formerly assistant United States attorney general, who died at Kansas City, Mo., on October 29th, left an estate valued at \$1,000,000, the benefits of which will largely go to boys and girls seeking an education.

Kewaunee

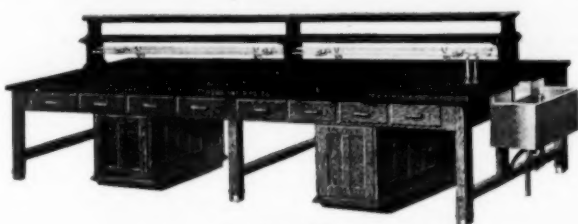
Superior LABORATORY FURNITURE



No. 700

PHYSICS LABORATORY TABLE

Very popular with teachers. Very substantially built. Can be supplied, if desired, with lower cupboard and drawers.



No. 925

CHEMICAL TABLE

For the laboratory where floor space is ample and classes not too large. Accommodates 16 students in two sections.



No. 1000

BIOLOGY LABORATORY TABLE

For laboratories where it is desirable to have students all face one way. This table accommodates two students.



No. 2103.

SAND TABLE

A necessary article for the kindergarten. Very rigid and will stand hard wear.



No. 1605

STUDENTS' DOMESTIC SCIENCE DESK

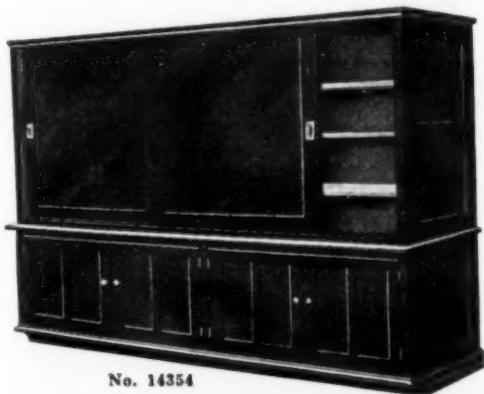
For two students. One drawer and one cupboard for each; larger drawer used in common. This is a very practical desk.



No. 1938

SINGLE MANUAL TRAINING BENCH

A desk for individual use. Equipped with all-steel non-breakable vise.



No. 14354

Supply Case

A very practical case. The two sliding Hyloplate doors make a very fine blackboard.



No. 1302

ELECTRICAL DESK

Accommodates 8 students working in sections of four. Each student has one small drawer exclusively. The top tier of drawers and the cupboards are used in common. A two-gang set of Hubbell polarized plugs and receptacles is placed at each end of desk.

What More Could Shakespeare Say?

A message replete with information, in a few words, is the substance of a letter from a Board of Education in Kansas:

"We have both our science lecture rooms and physics laboratory equipped with the furniture made by the Kewaunee Mfg. Company. It is splendid in finish, solid in construction and meets every need of the modern school. We do not believe there is anything on the market comparable with this furniture."

If you install Kewaunee in your schools, you will understand the full realization of having the best in America—which means the best in the world.

You Need This Book

Every Board or Superintendent should have access to the new Kewaunee Book—the most complete book of this industry, we believe, illustrating our entire line, some of the desks in natural colors. It will be sent without charge, prepaid, to any instructor or official who replies, giving his position and using the stationery of the institution. Address all inquiries to the factory at Kewaunee.

Kewaunee Mfg. Co.
LABORATORY FURNITURE EXPERTS

C. G. Campbell, Treas. and Gen. Mgr.
101 Lincoln St., Kewaunee, Wis. New York Office
70 Fifth Avenue

BRANCH OFFICES

Chicago	Minneapolis	Kansas City	Houston	Little Rock
Denver	Omaha	Columbus	Spokane	Oklahoma City
San Francisco	Jackson, Miss.	Baton Rouge	Phoenix	
Greensboro, N. C.	Albuquerque	Salt Lake City		

RECORDS OF VULCAN ECONOMY

"In January We Consumed 17,900 Cubic Feet Less Gas"

St. Luke's Hospital, St. Louis, Mo.

The Rev. R. D. S. Putney, superintendent of St. Luke's Hospital, St. Louis, wrote a letter to the Ford Hotel Supply Company, who installed the St. Luke's Vulcan Economy Hot-Top Ranges, in which was the following paragraph:

"I must say that we are more than pleased with the ranges, particularly since they represent a large saving in gas. In the month of January we consumed 17,900 cubic feet of gas less than we used in the month of December, and since all of our gas is used for cooking purposes, this would mean that the direct saving had been made through the use of Vulcan ranges. This would figure about \$15.00 for the month.

"A saving in gas is only one item, since the satisfaction that the cooks express in using the ranges and the result gained in cooking, can hardly be estimated in dollars and cents."

The free booklet "Cutting Cooking Costs" gives plenty more facts of the same calibre, which have been of great value to chefs and managers. Just ask for a copy on your letterhead.

VULCAN GAS RANGES

— and Equipment —

Standard Gas Equipment Corporation

VULCAN DIVISION
Successors to WM. M. CRANE COMPANY

18-20 East 41st St.

New York City

PETERSON Laboratory Furniture



Students' Domestic Science Table No. 1412

The Essentials of Quality in Furniture

The wood used in Peterson Laboratory Furniture is selected stock, and is treated by the latest methods, thereby insuring thorough seasoning and drying. The joints are cut by modern machines and fitted by skilled craftsmen. Fillers and varnishes are selected for quality and applied with care.

Each stage of manufacture is carefully supervised and the finished product thoroughly inspected before shipping.

Peterson Furniture will not warp, nor the joints loosen; and it retains its original strength and finish.

Send for our catalog No. 14-A. It shows a full line of fine Laboratory Furniture for educational institutions, hospitals and industrial plants.

LEONARD PETERSON & CO. INC.

Manufacturers of Guaranteed Laboratory Furniture
OFFICE AND FACTORY

1222-34 Fullerton Ave.,

Chicago, Ill.

New York Sales Office: Knickerbocker Building, 42nd and Broadway

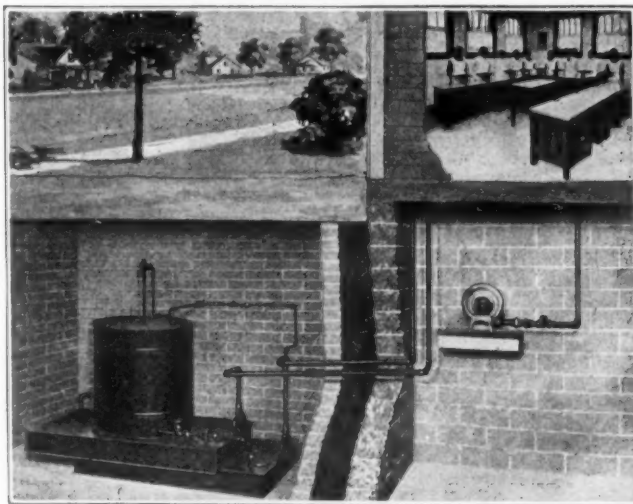
Make Your Own

GAS

with the

NEW ELECTRIC GAS GENERATOR

For Domestic Science and Laboratories
A Hotter and More Efficient Gas



As far ahead of the weight type machine as the self-starter is ahead of the hand crank on the automobile. Manufactured by an old reliable company.

Manufacturers of the famous FREEPORT weight gas machine, used in hundreds of Community Schools, Hospitals, Colleges, Hotels, Churches, and Homes.
Write for literature.

FREEPORT GAS MACHINE CO.
(Dept. A 1) FREEPORT, ILLINOIS.

Milvay Direct Current Meters

See them at the Convention



Booth No. 11

Milvay Meters are so accurately balanced that they can be used in a vertical as well as a horizontal position, making them excellent for student use, and ideal for lecture table work.

Other special features are: High sensitiveness, dead-beat movement, easy reading scale and simple zero corrector. See page 162 of Milvay catalog for complete descriptions and prices.

*If You Have Not the Milvay Catalog, Send for It Today
It Describes Many Other Improved Instruments*

Chicago Apparatus Company

Milvay Scientific Instruments

701 W. Washington Blvd.,

Chicago, Ill.

The Superintendent's Rights and the School Board

The minutes of the Connecticut Association of School Superintendents reveal an interesting symposium on the subject of "What Has the Superintendent a Right to Expect from the School Board?" Several prominent school men participated in the discussion.

The introductory to the conference dealt with the reverse side of the question which was worded "What has the School Board a Right to Expect from the Superintendent of Schools?"

Under this caption Mrs. Edgar H. Warner of the Putnam school committee said:

What the Board May Expect

"The first in importance is keeping the teaching force up to the steadily rising standard of efficiency. The superintendent is the head; the teachers are the heart. We have a right to ask him what kind of a teacher this or that person is, and we expect him to be able to tell us. He should visit teachers often enough to strike a fair average of the classroom. If he goes too infrequently the teacher becomes all nerved up, but if she knows he is coming in often she is not so worried. I wish I might impress it upon the superintendents that they should always leave a plus and not a minus sign when they visit schoolrooms. No teacher should be left hanging in the air, not knowing what the superintendent thinks. Now I don't think any superintendent need be afraid of leaving swelled heads behind him. What he should leave is a pair of wings. The beginner or the inexperienced teacher needs this more. She needs help especially. Tell her what you think, and suggest remedies for deficiencies. So I ask the superintendents to think that over, if they do not all apply it.

"As for the second point, the superintendent has it in his power to increase the power of the board by facilitating its business at the regular meetings. He should have his reports, bills, budget, expenditure account, etc., all ready before the meeting. If he has any plan to propose he should make a preliminary survey so that the committee may go ahead. He can propose

policies to start with to help the committee in its work. We do not want our food for thought predigested, but we would like a well balanced and timely menu card.

"Loyalty to the committee is a most important thing. I believe that the rank and file of school committees, especially in the small towns, are trying their best to give the children the right kind of an education. We cannot expect a school committee composed of professionals, so we ask you, the superintendents, to have tolerance for the laymen. Try and bear with us if we cannot accept your plans the first time you propose them. I believe that once in a long, long time the school committee knows more than the superintendent. If the superintendent has a good plan and will bide his time and bring it up once in a while, his time will come.

"We have a right to expect our superintendent to be up-to-date, to know of the various phases of educational research. He ought to know the law, what the State Board is planning, about textbooks, etc. Once I knew a superintendent who ran his schools by his own watch, which never corresponded with any other timepiece. I suggested he run his school by the town clock, but he said he had a very valuable Hamilton watch with twenty-three jewels which never needed regulating. Now let the school superintendent represent the Hamilton watch, twenty-three jewels and all. Let the school committee represent the town clock, and we will let the eastern standard time represent the State Board of Education, remembering that as yet there has been no plan devised by which more than a handful of us can go on God's time. We have to compromise on time zones. Now have we not a right to ask the superintendent to synchronize the watch and town clock with eastern standard time so that we may all know what we are doing, so that we may all progress in harmony steadily onward and upward to that spiritual community which will lead to a great future for all the children of all the people?"

What the Superintendent May Expect

Warren A. Hanson, superintendent of the New London schools, after expressing agreement with all that Mrs. Warner had urged made the following points:

"What has the superintendent a right to expect from the school board? He may expect the same things that the president of the bank, the superintendent of a factory, the head of a store may expect from the board of directors. He should expect that they will lay down policies to be pursued, and having laid them down that they will take their hands off and let him pursue them.

"Sometimes a schoolman has some particular opinion as to what should be done, and yet he is not able to persuade his fellowmen that it is a good thing. If it is uncertain that it is a good thing, what should he do? I believe that if there is a distinct difference of opinion on an important matter the superintendent should follow the will of the majority, or leave.

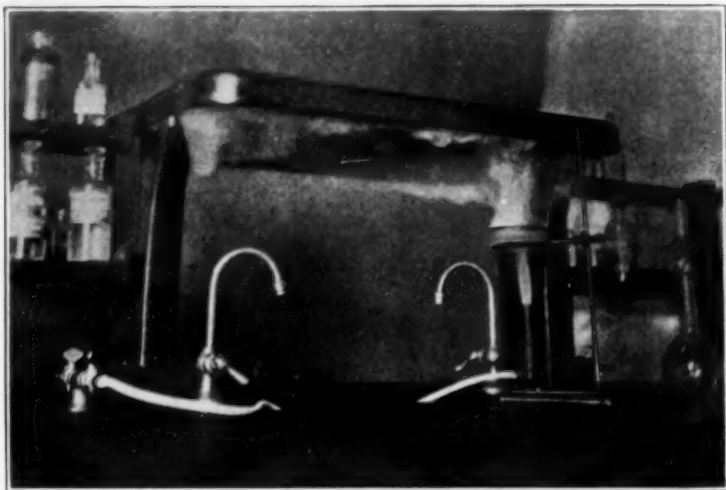
If a thing is not right in the eyes of the majority it is possible that he is wrong. If the committee desires a policy carried out which he cannot wholly approve, it is better that he carry out that idea conscientiously and with faithful deference to the will of the majority until it proves itself right or wrong. In that way he will show his loyalty and win the confidence of the school board because they will believe he is trying to do the right thing.

"On the other hand, he has the right to expect from his school board that they will not make too many demands upon him; so that he shall not be asked to appoint a teacher when the appointment of a teacher is unnecessary or when the budget cannot afford it. I believe the day is past when the school board appoints teachers on the recommendation of some individual member of the board.

I believe before very long the superintendent will in all cases appoint or make recommendation for appointment of teachers. In the appointment of teachers I feel no sympathy for the superintendent or school board that hides behind an examination. The teacher's job is to sell information to the child. No examination will show this. A man in business hires people

SEE THIS NEW FUME HOOD

At the N. E. A.



SHELDON PATENTED FUME HOOD

The above shows action of the hood in removing smoke or fumes. The arrangement is such that a curtain or baffle of swiftly flowing air is formed around the perimeter of the hood. This air curtain cuts off the escape of fumes that are formed beneath the hood and carries them through a narrow opening into the exhaust duct. The hood normally removes approximately 200 cubic feet of air per minute. Shuttered openings are provided where the two exhaust ducts pass through the table top, for the removal of gases heavier than air.

Our new catalog, No. 21, a literal encyclopedia on planning and equipping laboratory, home economic and vocational departments is just off the press.

A COPY IS YOURS FOR THE ASKING!

One of the largest strides forward in the history of the chemistry laboratory is the invention of the new type Sheldon Individual Fume Hood! Here is a satisfactory solution to the age old problem of satisfactory fume removal! Those interested in the advancement of chemistry laboratory efficiency can personally examine the new fume hood at our exhibit booths at the N. E. A.

Besides the fume hood we will have on exhibition the latest and most up-to-date types of Sheldon Chemistry, Physics, General Science, Agriculture, Biology, Cooking, Sewing, Art, Drawing, Book-keeping, Typewriting and Manual Training Furniture.

The product of twenty-six years development in the field of Laboratory, Home Economic and Vocational Furniture is being brought to Cincinnati for your examination.

SHELDON EDUCATIONAL EXHIBIT
MUSIC HALL—BOOTHS NOS. 180, 182, 184.
Cincinnati, Feb. 22 to 26.

E. H. SHELDON AND COMPANY
Laboratory, Home Economic and Vocational Furniture
for Schools
Muskegon, Michigan

because they are able to deliver the goods. That should be the reason and the only reason for hiring a teacher. She should fill certain requirements of technical training, but most of all she should be able to make her personality felt before the children. Her job is to interest her pupils, who after all are her customers. The superintendent should have a chance to try out a teacher under his own school conditions. My board has been very kind in letting me try out teachers until such time as I could recommend them for appointment. That is a workable plan because if a teacher does not make good she simply is not engaged.

"I think the superintendent has the right to consider that he is the chief executive of the school system. He should have full authority, with power to carry out that authority. Too many school boards keep all of the power. For instance in the case of janitors. A good janitor can wonderfully reinforce the work of both principal and teacher. When the superintendent does not have authority over his janitors and repairmen he meets with serious difficulties. He should receive that authority from the school board.

"No superintendent should mix in politics. He should vote, of course, but his is not a political office. There should be no politics involved—either civic or personal. But when the superintendent has placed before his board certain fundamental ideas for consideration they should agree or disagree. When they believe he is wrong they should calmly disagree with him. I do not mean fight. If the superintendent is able to sell his idea to the group, all right, but if he cannot, then he had better bide his time because there is something wrong with the idea. If he cannot sell the idea to his board he certainly cannot expect to sell it to the public. He may expect an honest expression of opinion right there in his presence telling why they object to the idea. That is helpful. Furthermore, a superintendent may expect from his school board a certain enlightenment as to public opinion. If the school board believes in his objectives it will not be long before the community believes in them; when the community believes in his objectives it will not be long before they will become true.

"There is just one more thing that should be thought of in connection with the school board. A school system grows because of the spirit that stands behind it. We believe that our children should be given a certain physical help, a certain mental development, a certain spiritual help that is back of it. There is no greater force in the world than good men and women trying to develop your children through their work. You have them in your teachers and superintendent. Should they not receive from you your spiritual cooperation, the thoughtful loving care that you can give to every project that comes before you? May I assure you that you will be many times repaid for the consideration with which you treat your teachers and superintendent, his plans and projects, the mental and moral support that you can give him that he may in turn aid his teachers in their endeavor to develop your children into citizens who are 'physically strong, mentally awake, and morally straight'."

Superintendent William E. Stark of the Stanford schools summarized his views as in the following:

In the long run the board has a right to expect about what it tries to get, provided it tries hard enough. It will be more profitable, I think, to consider what a board ought to expect of its superintendent. Let me close by stating the most important things which ought to be expected and which can be had if they are really sought.

1. A thorough professional training. The day is past when graduation from normal school or college with a certain amount of experience as teacher and principal gave a sufficient background for leading a school system. Technical training for a school superintendency is now available. It ought to be demanded.

2. Keeping up with the profession. Acquaintance with the best of professional literature as it accumulates; activity in professional associations, visitation in progressive school systems.

3. Ability to do constructive thinking, to size up a situation, discover the weak spots, invent remedies; to formulate courses of study or at least to adapt courses to the needs of the community.

4. Ability to lead, to organize a staff into a

real working team with a good team spirit.

5. Ability to supervise classroom work, to recognize teachers' difficulties and give practical help in overcoming them.

6. Ability to work with other people: teachers, principals, school board, parents, pupils, individual citizens and organizations. Knowledge of the peculiarities of human nature and ability to bring the best out of other people instead of antagonizing them is one of the most important requirements.

7. Ability to speak and to write effectively. As a leader of a great community enterprise, the superintendent will be greatly handicapped unless he can make his plans clear and interesting to the board, the teachers and the public.

8. Executive ability: ability to organize and to put things through without vacillation and without wasting the time of other people.

9. Business ability: ability to make and to administer a budget with accuracy. Ability to organize business routine.

10. Energy, initiative, and self-reliance.

11. Good health: a plan of life that enables one to work hard and keep fit at the same time.

The Rights of the Superintendent

Dr. Wilbur F. Gordy, an old time school superintendent but now the president of the Hartford board of education, among other things said the following:

"I think the superintendent has a right to be looked upon by the board of education as an expert in his field, not only in the choice of his co-workers in the schools, but in his advice on the course of study and in the initiating and carrying out of school policies. We members of school boards, and also the school superintendents present, are helping to carry forward the most colossal social enterprise ever known in the history of the world, and that is the public school system of this great democracy, the United States. We ought to feel a pride in the fact that we are associated in this wonderful undertaking. We need the right kind of teachers, and superintendents are the people who, to my mind, ought to have the choosing of those teachers.

"The superintendent has a right to expect that we as school board members should inter-

(Concluded on Page 123)

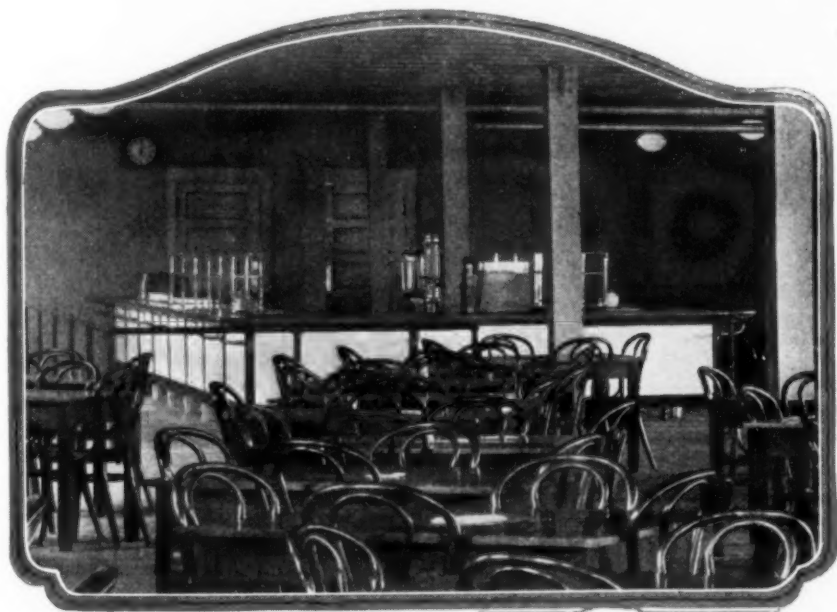
How do other Schools Select Cafeteria Equipment?

No school is too large and few are too small to provide adequate feeding facilities for students. The appropriation for equipment need not be extensive—the space devoted to the cafeteria need not be too large. Our Engineers will gladly plan with you for the most economical and satisfactory type of equipment—relieving you of all technical details and assuring an efficiently operating cafeteria. Tell us your requirements and we will gladly prepare the necessary plans—entirely without obligation. Meanwhile, if you are considering a cafeteria, write for Book Y93 of School Cafeteria Installations.

EDUCATORS newly faced with the problem of providing adequate feeding facilities for students may well be puzzled. The questions involved, at once foreign and technical, prove bewildering. Yet there is in this as in most other problems a standard and a gauge. The wisest course is charted by experience. And here vicarious experience—that of other schools—will be of help. In this connection it is interesting to note that PIX Cafeteria Equipment has been the choice of more schools than equipment of any other type or manufacture. It is to be found in schools of every size, every type and every grade throughout the country. If you inquire of any users, you will find how fully it has fulfilled its promise and served its purpose—faithfully, efficiently, and with economy. Our Engineers will gladly assist you in making your plans.

ALBERT PICK & COMPANY

208-224 W. Randolph Street, Chicago

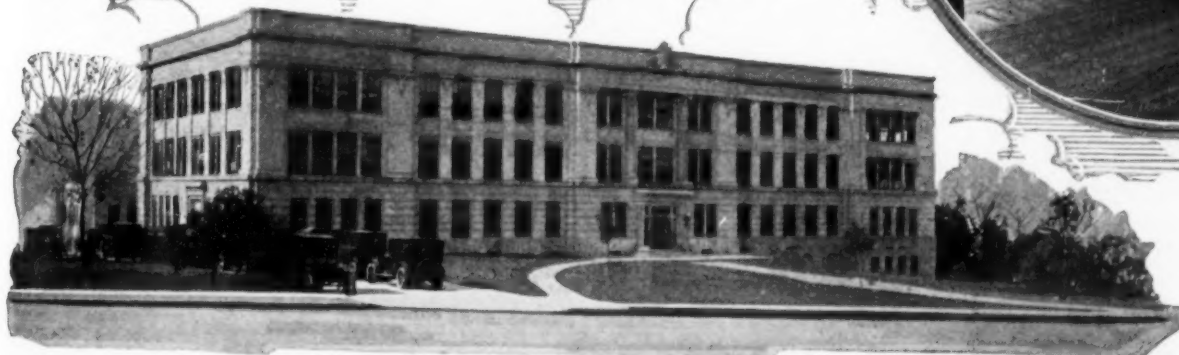


Triadelphia District High School

Elm Grove, W. Va.

F. F. Faria, Architect

A "Common-sense" Cafeteria efficiently planned and equipped, that adequately meets all the requirements of this West Virginia school. It bears out the record of other PIX Cafeterias in service throughout the country.



The Chief State School Official

A Study of the State Superintendency Scope and Function

"No great educational reform in any state has come without the leadership of a great educational reformer. Separate action by local communities has never yet produced a successful system of education." With this as an introductory, Dr. John J. Tigert, the United States Commissioner of Education, presents a study on state leadership in education prepared by Ward G. Reeder of the Ohio State University.

The study begins with a historic treatment of state management of schools and deals with the evolution of the educational machinery as applied to the several states. The need for some directive force in education is demonstrated. After outlining the beginnings made in the New England states and New York, the story of Maryland, Michigan, Louisiana, Pennsylvania, Tennessee, Ohio, and Kentucky is told.

The summary here is that every new movement in education must pass through two critical stages of development. During the first stage it struggles for recognition and life. During the second stage, even though the movement has been permanently accepted, yet it must be continually redefining and readjusting itself to the changing conditions of society.

Official Designation of Office

The author then enumerates the titles applicable to the chief educational office in the several states as follows:

- Alabama.—Superintendent of education.
- Arizona.—Superintendent of public instruction.
- Arkansas.—Commissioner of common schools. Superintendent of public instruction.
- California.—Superintendent of public instruction.
- Colorado.—Superintendent of common schools. Superintendent of public instruction.
- Connecticut.—Secretary of the board of commissioners for common schools. Superintendent of common schools. Secretary of the state board of education. Commissioner of education.
- Delaware.—Superintendent of free schools. Commissioner of education. Superintendent of public instruction.
- Florida.—Superintendent of schools. Superintendent of public instruction.
- Georgia.—School commissioner. Superintendent of schools.
- Idaho.—Superintendent of public instruction.
- Illinois.—Superintendent of common schools. Superintendent of public instruction.
- Indiana.—Superintendent of common schools. Superintendent of public instruction.
- Iowa.—Superintendent of public instruction. Secretary of the state board of education (clerk only). Superintendent of public instruction.
- Kansas.—Superintendent of common schools. Superintendent of public instruction.
- Kentucky.—Superintendent of public instruction.
- Louisiana.—Superintendent of public education.
- Maine.—Secretary of the state board of education. Superintendent of public schools. Commissioner of education.

Maryland.—Superintendent of public instruction. Superintendent of public education. Superintendent of schools.

Massachusetts.—Secretary of the state board of education. Commissioner of education.

Michigan.—Superintendent of common schools. Superintendent of public instruction.

Minnesota.—Superintendent of common schools. Superintendent of public instruction. Commissioner of education.

Mississippi.—General school commissioner. Superintendent of education.

Missouri.—Superintendent of common schools. Superintendent of public schools.

Montana.—Superintendent of public instruction.

Nebraska.—Superintendent of public instruction. Superintendent of schools. Superintendent of public instruction.

New Hampshire.—Commissioner of common schools. Superintendent of public instruction. Commissioner of education.

New Jersey.—Superintendent of public schools. Superintendent of public schools and secretary of the state board of education. Commissioner of education.

Nevada.—Superintendent of public instruction.

New Mexico.—Superintendent of schools. Superintendent of public instruction.

New York.—Superintendent of common schools. Superintendent of public instruction. Commissioner of education.

North Carolina.—Superintendent of common schools. Superintendent of public instruction.

North Dakota.—Superintendent of public instruction.

Ohio.—Superintendent of common schools. Commissioner of common schools. Superintendent of public instruction.

Oklahoma.—Superintendent of public instruction.

Oregon.—Superintendent of common schools. Superintendent of public instruction.

Pennsylvania.—Superintendent of public schools. Superintendent of common schools. Superintendent of public instruction.

Rhode Island.—School agent. Commissioner of public schools. Commissioner of education.

South Carolina.—Superintendent of education.

South Dakota.—Superintendent of public instruction.

Tennessee.—Superintendent of public instruction. Superintendent of common schools. Superintendent of public instruction. Commissioner of education.

Texas.—Superintendent of common schools. Superintendent of public instruction. Secretary of the state board of education (clerk only). Superintendent of public instruction.

Utah.—Superintendent of primary schools. Superintendent of common schools. Superintendent of district schools. Commissioner of schools. Superintendent of public instruction.

Vermont.—Superintendent of common schools. Secretary of the state board of education. Superintendent of education. Commissioner of education.

Virginia.—Superintendent of public instruction.

Washington.—Superintendent of common schools. Superintendent of public instruction.

West Virginia.—Superintendent of free schools.

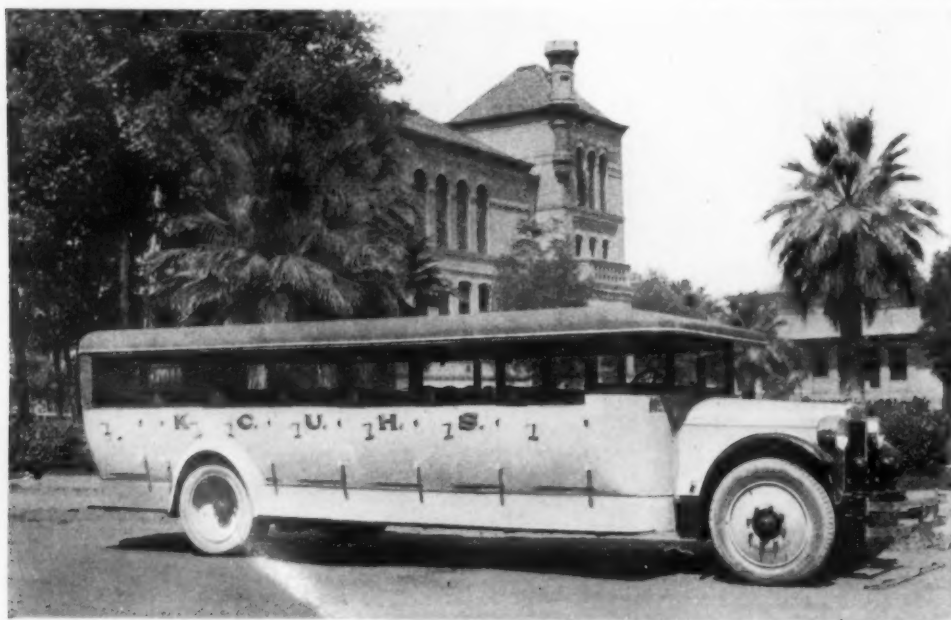
Wisconsin.—Superintendent of public instruction.

(Continued on Page 109)



GREEN MOUNTAIN CHILDREN GOING TO SCHOOL AT PROCTORVILLE, VT.

© Keystone



PUPILS' MOTOR COACH, KERN COUNTY, CALIF.

EXTREMES IN PUPIL TRANSPORTATION.

The little Green Mountain children in the above picture use a primitive, but effective, means of traveling to school.

In marked contrast is the beautiful six-cylinder International coach owned and operated by the Kern County High School, California, which carries about forty children with comfort and speed over concrete roads.



How will *your* school cafeteria equipment look, ten years from now?

THE need for cafeteria equipment in the school is evident in every community. When you install food and equipment, do not make the thoughtless mistake of purchasing *temporary* equipment.

Oddly, it is the *temporary* food and drink equipment which is considered cheapest but—in the long run, is it cheaper?

Ask yourself: "how will this installation look in ten years?"

Today—five years from now—ten years—a lifetime, makes no difference in the appearance and servicability of **Sani** school cafeteria equipment. It will look just as well year after year, as it did the day it was installed.

Sani-Onyx and **Sani-Metal** will give you beauty, sanitation and permanence. The snow-white **Sani-Onyx** table tops shown above cannot be spotted or

stained by fruit juices or other liquids. Simply wiping with a damp cloth keeps them clean, sparkling white and inviting. **Sani-Metal** porcelain enamel table bases cannot be injured with wet brooms and mops. Collect no dirt. Can't rust or rot. Easily kept clean. Can be secured in white, brown, mahogany and all standard colors.

Sani school cafeteria equipment spells sanitation and healthfulness. Such an equipment benefits the taxpayer by safeguarding his "investment"—benefits the community by raising the standard of schools—benefits the school children providing a clean, snow-white inviting place to eat. Your community deserves **Sani** equipment in the school cafeteria!

Write to the nearest fixture supply house or this office, for catalog and full information on the **Sani** line of food and drink equipment. Send a diagram of your floor space and we will make a blue print layout of a complete school cafeteria installment, free of charge.

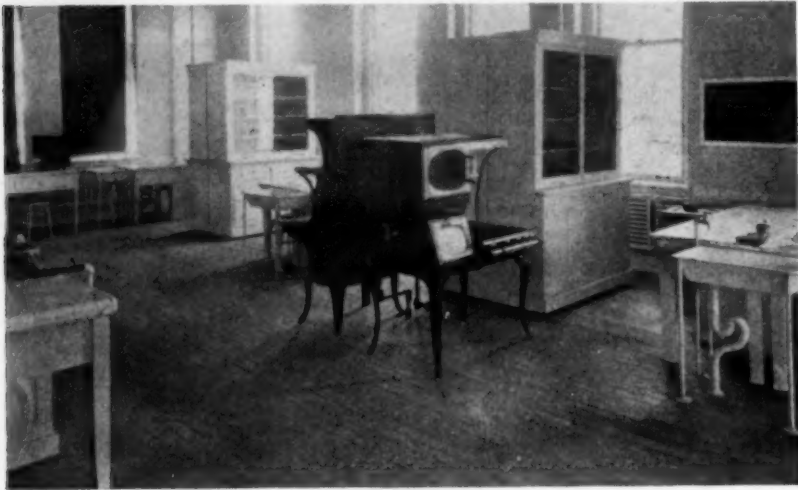
Sani Products Co.

300 Sani Building

North Chicago, Illinois

Canadian Factory: 284 St. Helens Ave., Toronto Canada

Selling Organization for Marrietta Manufacturing Co. and Chicago Hardware Foundry Co.



Kansas School Now Using Famous A-B Gas Range

The Kansas State Agricultural College, Manhattan, Kans., is the latest of the many leading American schools to enjoy the superior advantages of

A-B Gas Ranges

Recognized Everywhere As America's Best

by installing a No. 38 in its Department of Food Economics and Nutrition. Everywhere, the incomparable advantages of the A-B Gas Range are finding ready acceptance as the ideal for domestic science classroom work.

PLANS is a remarkable book for those interested in Domestic Science Instruction. A request will bring you a copy, free.

A-B STOVE COMPANY
BATTLE CREEK, MICHIGAN

World's Largest Exclusive Manufacturer of Gas Ranges

Factories at Battle Creek, Mich., and Los Angeles, Calif.



STATE NORMAL SCHOOL, GLASSBORO, N. J.

COMPLETE CAFETERIA and KITCHEN EQUIPMENT Furnished and installed by **DOUGHERTY**

School Boards, Architects and Committees are invited to correspond with our Architectural and Engineering Departments on Cooking Installation problems.

CONSULTATION, PLANS and ESTIMATES GRATIS



Manufacturers Since 1852

W. F. DOUGHERTY & SONS, INC.

1009 ARCH STREET - PHILADELPHIA

Stands More Abuse Than Any Chair Made!

—and that means less replacements and more economy.

They have no glued joints. The wood is steamed and bent, making breakage a remote possibility.

Thonet Bentwood is being used with complete satisfaction by many schools and institutions throughout the world.



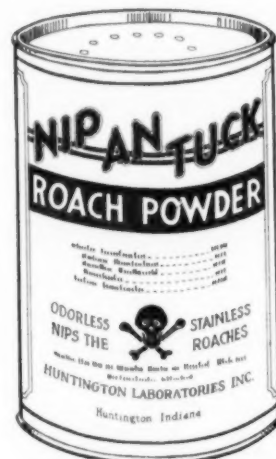
SEND FOR CATALOGUE "F"

THONET BROTHERS, INC.

33 East 47th St.
NEW YORK CITY

16 No. La Salle St.
CHICAGO, ILL.

180 New Montgomery St.
SAN FRANCISCO, CAL.



NIP-AN-TUCK



Knock 'em Cold!

Nip-an-Tuck offers a positive and certain method of destroying roaches and permanently ridding your premises of these destructive pests. It contains an ingredient which attracts roaches and which they like to eat. This ingredient is a powerful internal poison. Nip-an-Tuck kills, however, if roaches merely touch it, for it also contains a powerful contact poison. 93% of Nip-an-Tuck is active. It can be confidently sold on an iron clad guarantee that it will do the work or money will be cheerfully refunded.

Send for literature

The HUNTINGTON LABORATORIES, Inc.
HUNTINGTON, INDIANA

Van Equipment ~ for the Preparation and Serving of Food

installed on the Palatial Lake Steamer

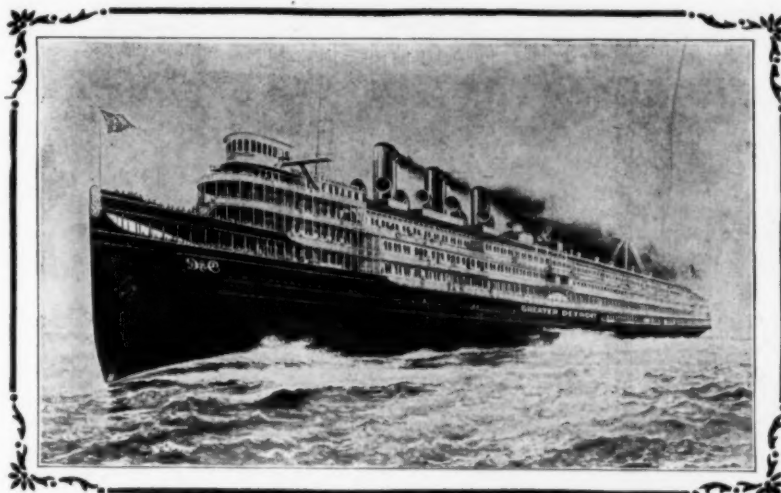
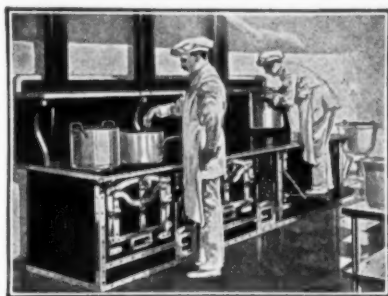
Greater Detroit

On land or water Van Equipment for
the Preparation and Serving of
Food is pre-eminent.

"That Enduring Quality"

has sustained the judgment of our
engineers.

Every installation made by us, whether it be
large or small, has that infinite care to the
smallest detail.



Your food problem has a correct solution and our
"Engineering Service Department" will help you to
solve it; to give you maximum service at minimum
cost.

Write for Our Valuable Catalogue
of 400 Pages

The John Van Range Co.

EQUIPMENT FOR THE PREPARATION AND SERVING OF FOOD

Cincinnati

CHICAGO
BUFFALO

LOUISVILLE
ATLANTA

KANSAS CITY
DETROIT

CLEVELAND
PITTSBURGH

NEW ORLEANS
MUSKOGEE

(Continued from Page 106)

Wyoming.—Superintendent of public instruction.

Qualifications for Holding Office

The incumbent of the office of the chief state school official makes the office largely what it is. If its occupant is poorly qualified, or not of good will, or both, the office will not realize its highest potentialities, be the legislation pertaining to it ever so enlightened and its opportunities for service ever so great. A well-equipped incumbent, on the other hand, will overcome all obstacles and will make, as did Horace Mann in the pristine days of the office, in spite of great difficulties, the office functioned to its fullest in the development of a great state system of education.

The legal qualifications for the state superintendency are then enumerated by Prof. Warder as follows:

Alabama.—Must have been a citizen of the United States for seven years, be 25 years of age, and a resident of the state five years next preceding election.—Constitution.

Arizona.—Male, 25 years of age; ten years a citizen of the United States, and a citizen of the state five years next preceding election.—Constitution.

Arkansas.—Must be 21 years of age, a practical schoolman, and a qualified elector.—Statute.

California.—(No legal requirements.)

Colorado.—Must be thirty years of age, a citizen of the United States, and a resident of the state two years next preceding election.—Constitution.

Connecticut.—(No legal requirements.)

Delaware.—Graduate of a standard college; have not less than five years' experience in teaching and administration and have other qualifications as may be required by the state board of education.—Statute.

Florida.—(No legal requirements.)

Georgia.—Man of high educational standing; diploma from college, university, or normal school or 5 years' supervisory experience; thirty years of age.—Statute.

Idaho.—(a) Superintendent of public instruction: (1) Must be 25 years of age, a citizen of the United States, and a resident of the state two years next preceding election.—Constitution. (2) Must be engaged in educational work, hold a life or state certificate, and also have a

diploma from an approved normal school or university.—Statute. (b) Commissioner of education: Shall be chosen upon merit and because of his special fitness to propose and execute beneficial educational policies.—Statute.

Illinois.—(No legal requirements.)

Indiana.—(No legal requirements.)

Iowa.—Must have five years' experience in teaching or superintending, and be a graduate of a college, normal school, or university having a four-year course beyond high school.—Statute.

Kansas.—(No legal requirements.)

Kentucky.—Must be thirty years of age, and a resident of the state two years next preceding election.—Constitution.

Louisiana.—Must be a citizen and elector of the state.—Constitution.

Maine.—(No legal requirements.)

Maryland.—Shall be an experienced and competent educator; graduate of a standard college or the equivalent; have had not less than two years of special academic or professional graduate preparation in a standard university; also seven years' experience in teaching or administration.—Statute.

Massachusetts.—(No legal requirements.)

Michigan.—Graduate of a university, college, or normal school of good standing; and at least five years' experience as a teacher or superintendent.—Statute.

Minnesota.—Educational attainment and breadth of experience in the administration of public education and of the finances pertaining thereto.—Statute.

Mississippi.—(1) Must be 25 years of age and a citizen of the state five years next preceding election.—Constitution. (2) Shall not be interested in any book publishing company or school supply house.—Statute.

Missouri.—Must be a male citizen of the United States; be thirty years of age and a resident of the state five years next preceding his election.—Constitution.

Montana.—(1) Must be thirty years of age, a citizen of the United States, and a resident of the state two years next preceding election.—Constitution. (2) Must hold a state certificate recognized by the state board of education, or be a graduate of a college, university, or normal school recognized by the state board.—Statute.

Nebraska.—Must hold a certificate equal to the highest grade of certificate which the state superintendent is authorized to issue.—Statute.

Nevada.—Shall be a graduate of a standard college or university, shall hold a Nevada teachers' certificate of high school grade, and shall have had at the time of his election not less than 45 months of successful teaching experience, at least twenty months of which shall have been in the state of Nevada.—Statute.

New Hampshire.—Must be a skilled executive officer who shall have had training and experience in educational work.—Statute.

New Jersey.—(No legal requirements.)

New Mexico.—Must be thirty years of age, a citizen of the United States, and a resident of New Mexico continuously for five years next preceding election; also be a trained and experienced educator.—Constitution.

New York.—(No legal requirements.)

North Carolina.—(No legal requirements.)

North Dakota.—(1) Must be 25 years of age, a citizen of the United States, and a qualified voter.—Constitution. (2) Shall hold the highest grade of teachers' certificate issued by the state.—Statute.

Ohio.—Shall not be interested in any book publishing company.—Statute.

Oklahoma.—Male citizen over thirty years of age; shall have been three years next preceding election a qualified elector in the state.—Constitution.

Oregon.—(No legal requirements.)

Pennsylvania.—(No legal requirements.)

Rhode Island.—(No legal requirements.)

South Carolina.—(No legal requirements.)

South Dakota.—(No legal requirements.)

Tennessee.—Must be a person of literary and scientific attainments and of skill and experience in the art of teaching.—Statute.

Texas.—(No legal requirements.)

Utah.—Shall be a qualified elector, shall have been a resident citizen of the state for five years next preceding his election; thirty years of age; shall be the holder of a state certificate of the highest grade issued in some state, or shall be a graduate of some reputable university, college, or normal school.—Statute.

Vermont.—Must have special training and experience in educational work.—Statute.

Virginia.—Must be an experienced educator.—Constitution.

Washington.—Citizen of the United States and a qualified state elector.—Constitution.



THE SHEWANA CABINET WORKS
SHIPSHEWANA, INDIANA.

An Old Chinese Proverb

says: *One picture is worth a thousand words.*

The teacher that can best illustrate his subject matter has a distinct advantage and always gets best results.

For conveniently displaying pictures, graphs or any illustrations, the Shewana Display Cabinet is ideal.

As a School Bulletin Board it is a very neat and serviceable arrangement.

The SHEWANA is made in three different styles and gives you 55 square feet of display surface, all in an arm's length.

Write for illustrated folder and prices.

West Virginia.—Person of good moral character, recognized ability as a school administrator, with academic and professional training equivalent to graduation from a standard university, and shall have not less than five years' experience in public school work.—Statute.

Wisconsin.—Must be five years' experience in teaching or supervision of teaching, and hold highest grade certificate the state superintendent may issue.—Statute.

Wyoming.—(a) Superintendent of public instruction: Must be 25 years of age, a citizen of the United States, and have the qualifications of a state elector.—Constitution. (b) Commissioner of education: Shall be a person of literary and scientific attainments, versed in the theory, history, and principles of education, with practical knowledge of the organization and management of schools; shall be a graduate of a standard four-year college or university or have an equivalent education and training; shall be an experienced educator actively engaged in educational work at the time or within two years of the time of his assuming the duties of his office.—Statute.

Summary of the Various Kinds of legal Eligibility Requirements for Holding the Office of Chief State School Official, 1923

1. Requiring no legal qualifications (seventeen states).
2. Requiring qualifications of age or residence only (eleven states).
3. Requiring professional qualifications of one of the following types:
 - (a) School experience only (two states).
 - (b) Either college graduation or school experience only (three states).
 - (c) College graduation, school experience, and a teaching certificate only (two states).
 - (d) College graduation, and school experience only (four states).
 - (e) Highest grade of state certificate only (two states).
 - (f) Highest grade of state certificate, plus school experience only (one state).
 - (g) College graduation, graduate work, and school experience only (one state).
 - (h) Unclassified (five states).

Selecting Officers and Tenure

A total of six different methods of selecting the chief state school official have been used at various times in the history of the office. These methods are: (1) Election by popular vote; (2) appointment by the general assembly; or (3) by the state board of education; or (4) by the governor; or (5) by the chancellor of the state university; or (6) by the supreme court of the state. The first four of these have been widely used at one time or another. The last two, on the other hand, have been resorted to

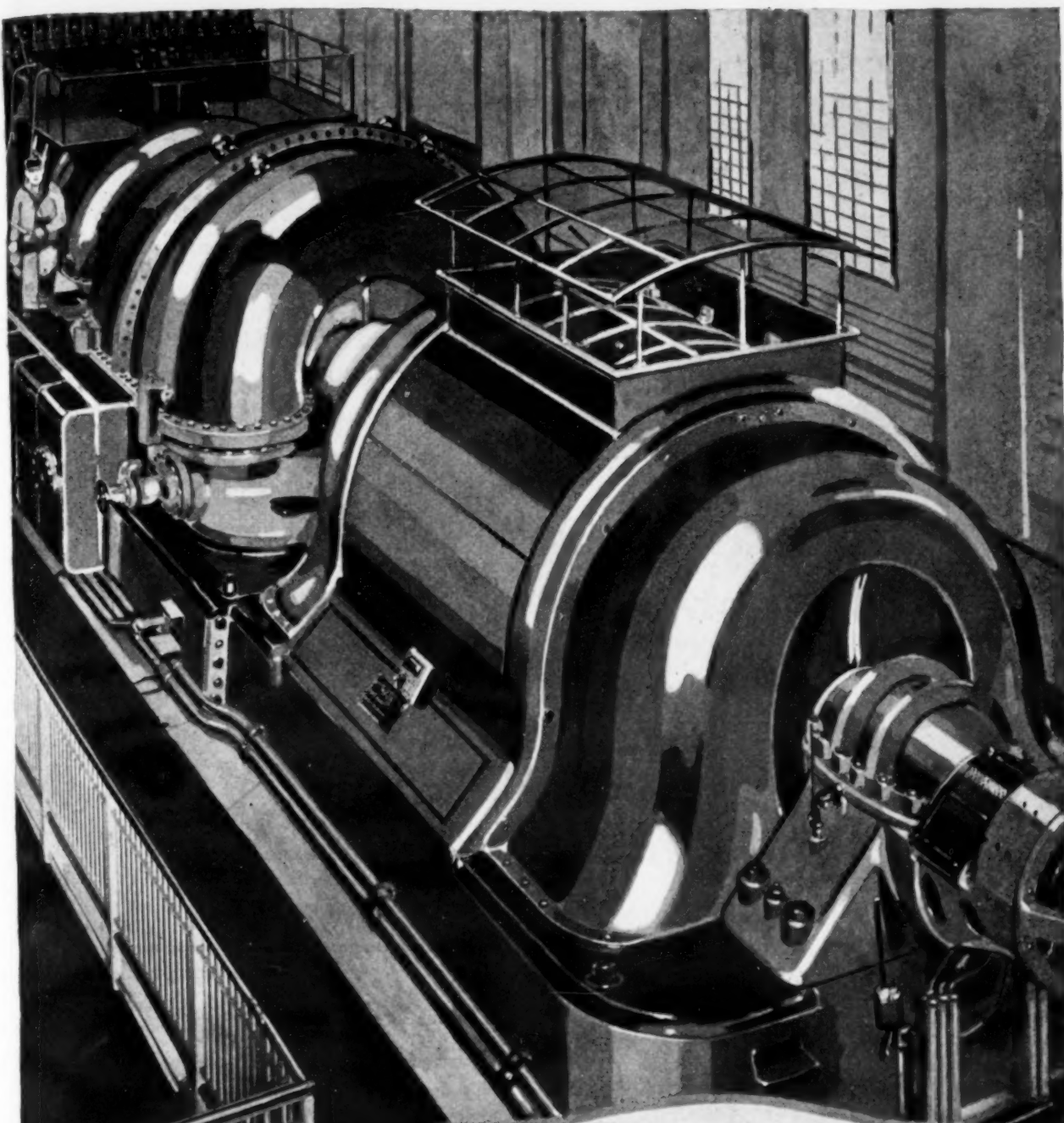
by one state (Utah) only and in this one only temporarily. In Utah, at one time, the chief state school official was appointed by the chancellor of the University of Deseret, while from 1887 he was appointed by the Supreme Court of the state.

In the early days of the evolution of the office, appointment by the general assembly and by the governor were both popular methods. The first of these two methods of appointment has been used at various times by as many as

(Continued on Page 112)

TABLE 3.—Methods of selecting the chief State school officials in 1896, 1909, and 1923.

States.	In 1896 ¹	In 1909. ²	In 1923. ³
Alabama	People	People	People.
Arizona	Governor	Governor	Do.
Arkansas	People	People	Do.
California	do.	do.	Do.
Colorado	do.	do.	Do.
Connecticut	State board.	State board.	State board.
Delaware	(No office)	(No office)	Do.
Florida	People	People	People.
Georgia	do.	do.	Do.
Idaho ⁴	do.	do.	Do.
Illinois	do.	do.	Do.
Indiana	do.	do.	Do.
Iowa	do.	do.	Do.
Kansas	do.	do.	Do.
Kentucky	do.	do.	Do.
Louisiana	do.	do.	Do.
Maine	Governor	Governor	Governor.
Maryland	(No office)	do.	State board.
Massachusetts	State board.	State board	Governor.
Michigan	People	People	People.
Minnesota	Governor	Governor	State board.
Mississippi	People	People	People.
Missouri	do.	do.	Do.
Montana	do.	do.	Do.
Nebraska	do.	do.	Do.
Nevada	do.	do.	Do.
New Hampshire	Governor	Governor	State board.
New Jersey	do.	do.	Governor.
New York	General assembly.	Board of regents.	Board of regents.
New Mexico	Governor	Governor	People.
North Carolina	People	People	Do.
North Dakota	do.	do.	Do.
Ohio	do.	do.	Governor.
Oklahoma	Governor	do.	People.
Oregon	People	do.	Do.
Pennsylvania	Governor	Governor	Governor.
Rhode Island	State board	State board	State board.
South Carolina	People	People	People.
South Dakota	do.	do.	Do.
Tennessee	Governor	Governor	Governor.
Texas	People	People	People.
Utah	do.	do.	Do.
Vermont	General assembly.	General assembly.	State board.
Virginia	do.	People	People.
Washington	People	do.	Do.
West Virginia	do.	do.	Do.
Wisconsin	do.	do.	Do.
Wyoming ⁴	do.	do.	Do.



**Because it in-
sulates up to
400 volts per
mil of thickness**

**NATIONAL
VULCANIZED
FIBRE**

"~ the material with a million uses ~"
SHEETS : RODS : TUBES : SPECIAL SHAPES

I T REQUIRES a force of four thousand volts to break through a piece of National Vulcanized Fibre ten one-thousandths of an inch (.010) thick.

What is National Vulcanized Fibre?

TO THE electrical man, National Vulcanized Fibre is an insulating material; to the automotive man, it is anything from insulation and conduit to gears and gaskets.

To the manufacturer of fine luggage, Keystone Trunk Fibre—a National Vulcanized Fibre product—is the foundation of the finest trunks and shipping cases; to the textile man, National Vulcanized Fibre is the basis of the strongest roving cans and mill receptacles ever built.



VUL-COT, Made of National Vulcanized Fibre.

In fine veneer work, National Vulcanized Fibre is recognized as the most efficient material yet developed for use as veneer cauls.

The VUL-COT waste baskets under your desk and in your home owe their strength to National Vulcanized Fibre. The silent gears of your speedometer and handle of your vacuum cleaner are made of National Vulcanized Fibre.

And so on—into every industry goes National Vulcanized Fibre, adapting itself to the particular needs of each industry. For those who require toughness, National Vulcanized Fibre is tougher than horn; for those who require lightness, National Vulcanized Fibre is lighter than aluminum.

For those who require machining quality, National Vulcanized Fibre can be sawed, bored, drilled, tapped, threaded, turned, bent, and formed—and it won't dent, crack, split, break or splinter.



Mill trucks, made of National Vulcanized Fibre.

To meet particular manufacturing conditions, National Vulcanized Fibre is made to various standards of toughness and hardness—and in thicknesses from five-one-thousandths of an inch to two inches.

Whatever it is, PUT IT UP TO NATIONAL VULCANIZED FIBRE. We maintain an organization of chemists devoted solely to work with customers and prospective customers.

The National Vulcanized Fibre Company operates six great plants and maintains sales and service offices at New York, Boston, Philadelphia, Pittsburgh, Cleveland, Chicago, Milwaukee, San Francisco, Detroit, Rochester, Birmingham, Denver, Toronto, Greenville, St. Louis and Baltimore. The main office is at Wilmington, Delaware.

**NATIONAL
VULCANIZED
FIBRE**

"~ the material with a million uses ~"
SHEETS : RODS : TUBES : SPECIAL SHAPES

DAN-DEE

No. 4—Super Value



In the **DAN-DEE** No. 4 Super Value the climax of Waste Basket achievement has been reached.

CLOSED SIDES AND RECESSED BOTTOMS

(Prevents fire and littering floors)

EXTREMELY STURDY CONSTRUCTION

(Guarantees long service)

BAKED-ON OLIVE GREEN ENAMEL

(Insures durable and attractive finish)

Our extremely large production on this basket makes low prices possible without sacrificing quality.

A metal waste basket will eliminate the ever present danger of a waste basket fire.

THE DAN-DEE IS APPROVED BY THE FIRE UNDERWRITERS.

Manufactured by

ERIE ART METAL COMPANY, ERIE, PA., U. S. A.

(Largest manufacturers of metal waste baskets in the world.)

(Continued from Page 110)

twelve states (Alabama, Missouri, New York, North Carolina, Ohio, Oregon, Rhode Island, Tennessee, Vermont, Washington, Virginia, and West Virginia). It is significant that no state uses it today. The second method has been used even more frequently than the first; for 23 states (Arizona, Colorado, Delaware, Georgia, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Montana, Nevada, New Hampshire, New Jersey, New Mexico, Ohio, Oklahoma, Pennsylvania, Rhode Island, and Tennessee) have, at one time or another, permitted the governor to appoint regularly the chief state school official. The method, however, has steadily lost ground, especially in recent years.

TABLE 4.—Legal length in years of term of office of the chief State school official in 1896, 1909, and 1923.

States	In 1896. ¹	In 1909. ²	In 1923. ³
Alabama	2	4	4
Arizona	2	2	2
Arkansas	2	2	2
California	4	4	4
Colorado	2	2	2
Connecticut	1	1	1
Delaware	(⁴)	(⁴)	1
Florida	4	4	4
Georgia	2	2	2
Idaho	2	2	2
Illinois	4	4	4
Indiana	2	2	2
Iowa	2	2	4
Kansas	2	2	2
Kentucky	4	4	4
Louisiana	4	4	4
Maine	3	3	3
Maryland	(⁵)	4	4
Massachusetts	1	1	5
Michigan	2	2	2
Minnesota	2	2	6
Mississippi	4	4	4
Missouri	4	4	4
Montana	4	4	4
Nebraska	2	3	4
Nevada	4	4	4
New Hampshire	2	2	(⁷)
New Jersey	3	5	5
New Mexico	2	2	4
New York	3	6	(⁷)
North Carolina	3	3	4
North Dakota	2	2	2
Ohio	3	2	4
Oklahoma	2	4	4
Oregon	4	4	4
Pennsylvania	4	4	4
Rhode Island	1	1	1
South Carolina	2	2	2
South Dakota	2	2	2
Tennessee	2	2	2
Texas	2	2	2

Utah	4	4	4
Vermont	2	2	(⁷)
Virginia	4	4	4
West Virginia	4	4	4
Washington	4	4	4
Wisconsin	4	4	4
Wyoming	4	4	4

Today only three methods of selection are recognized in the practices of the various states. These are: (1) Election by popular vote; (2) appointment by the governor; and (3) appointment by the state board of education. The method now employed by each of the states is shown in the accompanying table. In order that the tendencies in the method of selection may be also known, the methods used by each state at different times in the last 27-year period are noted in the same table.

Seven different lengths of terms are found in the present practices of the various states. These terms are in the order of their popularity, as adjudged by the number of states using them: Four years, found in 24 states; two years, in fourteen states; indefinite tenure, in three states; one year, in three states; five years, in two states; six years, in one state; and three years, in one state. The present legal length of a single term is shown for each state in the accompanying table. In order that the tendencies may be seen, the terms in each state for 1896 and 1909 are noted also in the same table.

Salaries of State Superintendents

The study here ventures the opinion that the salary a state is willing to pay its chief state school official is one reliable index of the state conception of the importance of the office. The following table, therefore, becomes interesting:

States	In 1896. ¹	In 1909. ²	In 1923. ³
Alabama	\$2,200	\$3,000	\$5,000
Arizona	1,200	2,000	3,300
Arkansas	1,000	2,500	2,500
California	3,000	3,000	5,000
Colorado	3,000	3,000	3,000
Connecticut		3,500	9,000
Delaware	(⁶)	(⁶)	5,000
Florida	1,500	2,500	3,000
Georgia	2,000	2,000	4,500
Idaho	1,500	2,400	2,400
Illinois	3,500	7,500	7,500
Indiana	2,500	3,000	5,000
Iowa	2,200	2,200	4,000
Kansas	2,000	2,500	3,000
Kentucky	2,500	2,500	4,000
Louisiana	3,000	2,000	5,000
Maine	1,500	2,500	4,000

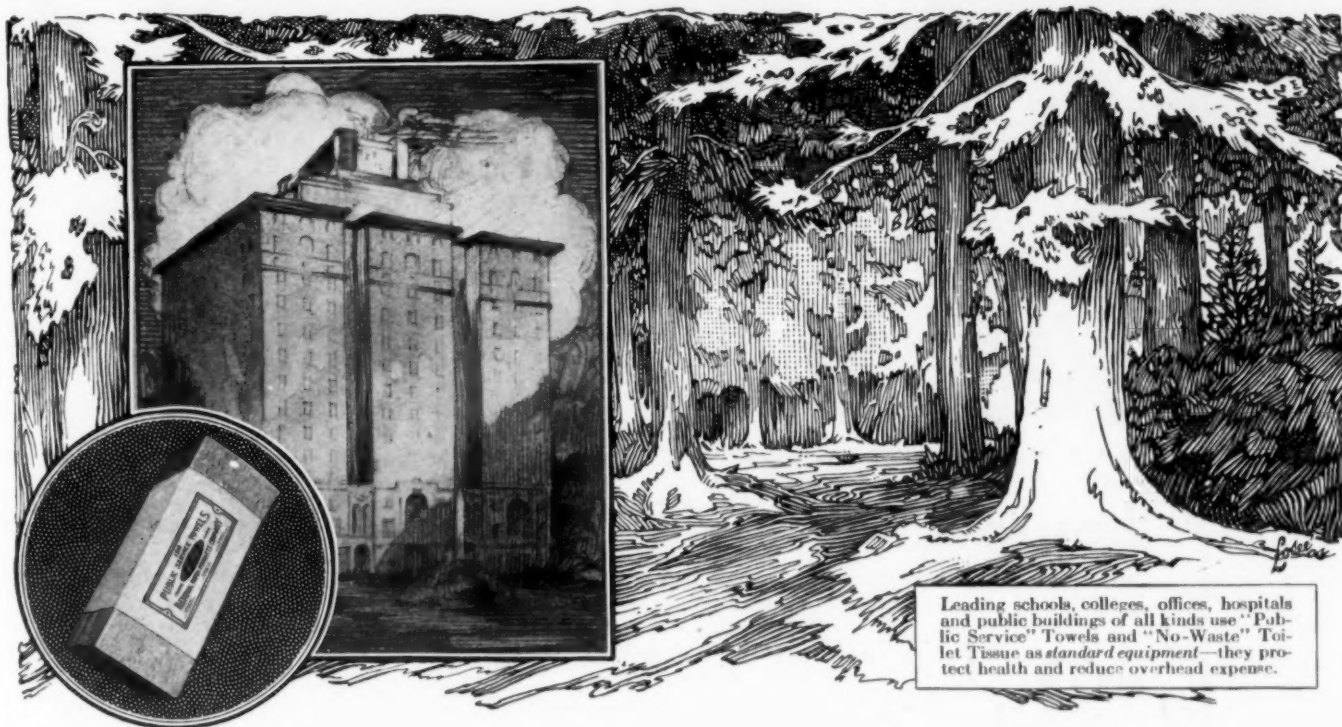
Maryland	(⁶)	3,000	8,000
Massachusetts	4,500	4,500	9,000
Michigan	1,000	2,000	5,000
Minnesota	2,500	3,000	5,000
Mississippi	2,000	2,500	4,500
Missouri	3,000	3,000	3,000
Montana	2,500	3,000	3,600
Nebraska	2,000	2,000	5,000
Nevada	2,000	2,000	3,600
New Hampshire	2,500	2,500	4,500
New Jersey	3,000	5,000	10,000
New Mexico	2,000	2,500	3,000
New York	5,000	7,500	12,000
North Carolina	1,500	3,000	4,000
North Dakota	2,000	2,000	3,000
Ohio	2,000	2,000	6,500
Oklahoma	1,200	2,500	2,500
Oregon	1,800	3,000	4,000
Pennsylvania	4,000	5,000	12,000
Rhode Island	3,000	4,000	6,000
South Carolina	1,900	1,900	2,500
South Dakota	2,500	1,800	1,800
Tennessee	2,000	2,500	3,600
Texas	2,500	2,500	4,000
Utah	1,500	2,400	4,000
Vermont	2,000	2,000	6,000
Virginia	2,000	3,500	3,500
Washington	2,500	3,000	3,000
West Virginia	1,500	3,000	5,000
Wisconsin	1,200	5,000	5,000
Wyoming	2,000	2,000	3,000
Median	\$2,303	\$2,739	\$4,250
Arithmetic mean	2,273	2,970	4,834
Mode	2,000	3,000	5,000
Range	1,000	1,800	1,800
	5,000	7,500	12,000

State Boards and Added Duties

On the tendency to create state boards the report says: "Within recent years there has been rapid development in establishing state boards of education as the administrative heads of the state school systems. This movement continues to gain ground and at present (1923) 42 states have such boards with general educational functions. The other six states (Iowa, Illinois, Maine, Nebraska, Ohio, and South Dakota) have state boards, but with restricted functions. In Iowa the board has charge of only the state institutions of higher learning, and in Nebraska it looks after only the state normal schools. In Ohio, South Dakota, Illinois, and Maine, the boards have, as their only function, the administering of the vocational education laws.

"The powers and duties of these state boards vary from practically nothing in a few states to complete control of the educational system in other states. The general tendency is to give

(Concluded on Page 114)



Leading schools, colleges, offices, hospitals and public buildings of all kinds use "Public Service" Towels and "No-Waste" Toilet Tissue as standard equipment—they protect health and reduce overhead expense.

Let Us Prove These "Public Service" Facts

YOU want your lavatories to reflect the immaculate cleanliness and sanitation essential to good building management. Then let us show you how prophylactic "Public Service" Towels and "No-Waste" Tissue, with their waste-preventing cabinets, will safeguard health and lower costs as no ordinary towels or tissues can do.

These two "National" paper products are made from fresh, clean spruce wood only, in mills as sanitariously clean as those of any food manufacturer. The secret formula, by which long and short wood pulp fibres are blended to give the required absorbency and strength, provides towels and tissues that are immediately prophylactic and superior.

"Public Service" Towels have the drying qualities of linen. A folded hem prevents tearing and consequent waste.

Volume prices, waste-preventing cabinets, health protection, and a long history of successful use in hundreds of public buildings prove their value and economy.

Send the coupon and get the facts.

National Paper Products Co.

52 Furnace St., Carthage, N. Y.

Representatives Everywhere

World's Largest Manufacturers of Important paper Products

Use "PUBLIC SERVICE"
Towels and Cabinets.

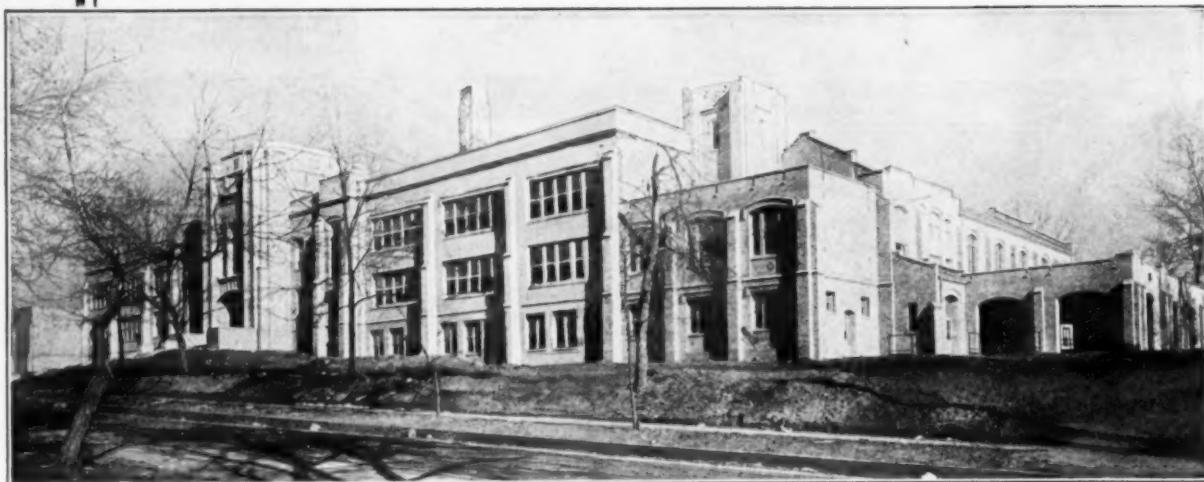
Use "NO-WASTE"
Toilet Tissue and
Cabinets

For sanitary paper in
economical rolls, use
"TOILEX"



Mail Coupon for Free Samples

VALUABLE COUPON
National Paper Products Co.
52 Furnace St., Carthage, N. Y.
Prove that you can cut our wash-
room expenses.
Name
Address



WM. N. BYERS JR. HIGH SCHOOL, DENVER, COLO. — WM. N. BOWMAN CO., ARCHITECTS

Improving Denver's famous mountain air
was considered advisable during the cold weather and a number of her schools equipped with

"Buffalo" Fans and Carrier Air Washers

How much more valuable would they be in your city?
By recirculation, the high cost of ventilation has been banished by the above equipment. Full advantage may be taken of health giving conditions.

Write for data.

Buffalo Forge Company

186 Mortimer Street
Buffalo, N. Y.

(Concluded from Page 112)

the boards greater functions."

In many of the states the state superintendent, by virtue of his office, serves on miscellaneous bodies, as follows:

Shall be a member of the state board of school land commissioners (Mont., N. Dak., and Wyo).

Shall be a member of the board of compromise for school lands (Ala.).

Shall be a member of the state illiteracy commission (Ala., Ark., Ga., and Miss).

Shall appoint the members of the state illiteracy commission (Miss.).

Shall be a member of the state archives committee (Wash.).

Shall be a member of a commission to locate one high school in each county (Ala.).

Shall be a member of the state voting machine committee (Wash.).

Shall be a member of the board of control for community work (Wash.).

Shall be a member of the state normal and high school cadet commission (Ariz.).

Shall be a member of the state dental council (Nebr. and Pa.).

Shall be a member of the state geological board (Ga.).

Shall be a member of the state board of canvassers of elections (N. Dak.).

Shall be a member of the state board of health (Ga. and S. Dak.).

Shall be a member of the college commission to regulate the granting of degrees (N. C.).

Shall be a member of the board for the standardization of colleges (Oreg.).

Shall be a member of the board to locate county schools of agriculture (Wis.).

Shall be a member of the county normal school board (Mich.).

Shall be a member of a board to determine the advisability of annexing a part of a school district (Utah).

Shall be a member of the board for the rehabilitation of soldiers and sailors (Mass. and N. Y.).

Shall be a member of the bureau of medical inspection and licensure (Pa.).

Shall be a member of the state board of embalmers (Nebr.).

Shall be a regent of the state board of medical examiners (N. H.).

Shall be a member of the board of supervisors

of the bureau of professional education (Pa.). Among miscellaneous functions the following obtain in the several states:

Shall designate an arbor day (N. Y.).

Shall designate a state day (Minn.).

Shall designate a "Carleton Day" (Mich.).

Shall approve the consolidation of school districts (eight states—Minn., Nev., N. Mex., Okla., R. I., S. Dak., Tex., and Wis.).

Shall order an election to vote on a proposal for consolidation (Minn.).

Shall approve any change made in the numbering of a school district (Wis.).

Shall ask the opinion of the attorney general in certain cases (Minn., N. Mex., and Okla.).

May require the opinion of the attorney general (Oreg. and R. I.).

Shall, with the secretary of state board of health, make rules for the school nurses (Mont.).

Shall approve hospital training schools (N. H.).

Shall certificate persons desiring to enter certain professions (N. J.).

Shall direct some one to give notice of a school election in certain cases (N. Y.).

Shall perform duties of defaulting school boards (N. Y.).

Shall approve contracts of school districts with academies (N. Y.).

Shall approve the employment of all school nurses, physicians, and physical directors (Va.).

Shall district or redistrict city school districts in certain cases (Ohio and Pa.).

Shall designate the location of county normal schools (Ohio).

Shall approve and classify correspondence schools (Ohio).

Shall organize and conduct a bureau of medical inspection and licensure (Pa.).

Shall keep in his office a school directory (Wash.).

Shall approve all colleges granting degrees (Ohio).

May permit schools to be opened when the enrollment is ten (Va.).

Shall approve the formation of central rural school and high school districts (N. Y.).

Shall approve the establishment of temporary school districts (N. Y.).



Canton, Ohio, school people have commended G. S. Towner, janitor of the Worley School, for his kindly interest in activities of the kiddies attending that school. Towner, of his own savings purchased a handsome prize cup and donated it to winners of a grade athletic contest held at that school several years ago. The stunt attracted much attention and was given wide publicity in local newspapers.

The World's Largest Building



The
American
Furniture
Mart
Building
Chicago, Ill.

Architect

Henry Raeder, Chicago

Associates

Geo. C. Nimmons & Co.

N. Max Dunning
Chicago

General Contractors

Wells Brothers
Construction Co., Chicago

Heating Contractor

Gallaher & Speck,
Chicago

BUCKEYE HEATOVENTS

were selected for this fine building because actual tests proved they were best. They are supplying over Seven Million Cubic Feet of warm, filtered air every hour.

For finer structures such as this, where the best in mechanical equipment is the standard, Heatovent is the logical choice of all ventilating systems. For Heatovent combines perfect mechanical operation with unusual dignity of appearance, simplicity, convenience and serviceability.

The simplicity of construction of Heatovent assures long life and service uninterrupted by mechanical troubles. Any contractor can make Heatovent installation without difficulty and at very low labor costs. In addition, this company maintains a corps of engineers always available for consultation with you.

Write our nearest branch office or direct to the factory.

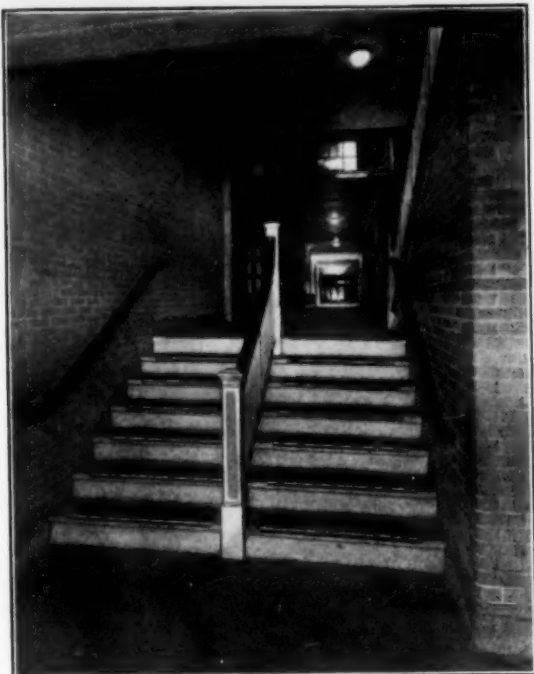
The Buckeye Blower Company

COLUMBUS, OHIO

808 Monadnock Block, Chicago, Ill.
372 Whitehall Street, Atlanta, Ga.
Case & Morse, 1018 4th Ave. S., Seattle, Wash.
1016 Baltimore Ave., Kansas City, Mo.
Dooly Bldg., Salt Lake City, Utah

1400 Broadway, New York
813 George St., Baltimore, Md.
708-10 Columbia Bk. Bldg., Pittsburgh, Pa.
333 Jackson Bldg., Buffalo, N. Y.
403-405 Sharon Bldg., San Francisco, Calif.

Wooster Safe Groove Treads are used throughout the new Boulevard School, Cleveland Heights, Ohio. Architect—Franz Warner. Gen. Contractor—The Charles Peterson Company.



Safest because the foot can't slip on the effective lead or carborundum anti-slip surface.

Cleanest because dirt lodges in the open grooves, leaving the walking surface free for firm, effective foot contact. These grooves are easily swept clean.

Most easily installed because any desired width can be had by combining standard sections. Special anchors furnished to hold the Treads firmly in place when to be placed in new concrete.

Wooster Safe-Groove Treads prevent accidents, protect school stairways for years against wear. The metal and anti-slip wear away simultaneously, evenly—the anti-slip always works.



Made With a Steel, Yellow Brass or White Brass Base, Carborundum or Lead Filled.

Send for blueprints showing installations on every type of stairway, platform or landing. See our catalog in Sweet's. Sizes carried in stock in all widths for immediate shipment.

THE SAFETY STAIR TREAD COMPANY,
Wooster, Ohio

WOOSTER
SAFE—GROOVE STAIR TREAD

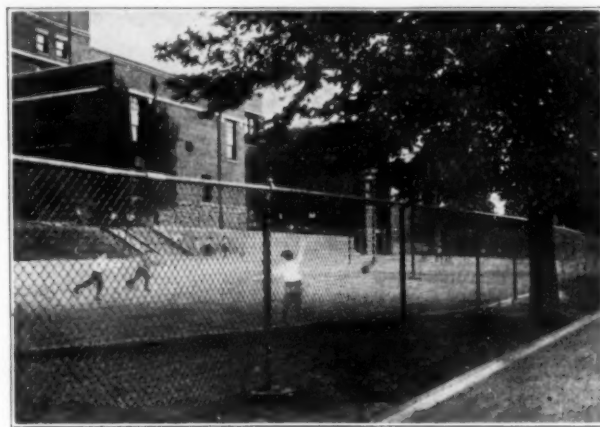
Nosings That Protect Stairs and Flooring

Wooster Nosing is designed to protect the edges of stair steps and the linoleum or other stair covering. Beautifully finished, cut to desired length, holes drilled and

spaced, ready for installation. Made in yellow brass and white brass. Fastened with screws through flange. Send for blue prints showing six installations.

Positive Protection for Pupils and Property

Safeguard the lives of your pupils with non-climbable PAGE Fence. Keep them within bounds during play hours—off the street with its traffic dangers, away from questionable characters. School property is safe, too. PAGE Fence positively bars the vandal and intruder—prevents short-cutting across lawn and flower-beds—enables development of landscaping plans—general improvement of grounds and buildings.



PAGE is the ideal school fence

Sturdy, durable, with an elasticity that prevents injury to children, PAGE is by far the most effective school fence. Many cities are adopting it as standard throughout their entire school and playground systems.

The cost is lower, too, when length of service is considered. A super-heavy zinc coat applied after weaving, approximately 5 times heavier than that on ordinary fence wire, insures rust-resistance, long life, low cost per year.

Plan now to fence your schools with PAGE. A Distributor near you will furnish plans and estimates promptly. Write for his name, and for the illustrated PAGE Fence Book showing typical school installations. No obligation—address:



Page Fence and Wire Products Association
211A N. Michigan Ave., Chicago, Ill.

Distributing wire link products made by the
PAGE STEEL and WIRE COMPANY, Bridgeport, Conn.
District Offices—Chicago, New York, Pittsburgh, San Francisco
An associate company of the American Chain Co., Inc., of Bridgeport, Conn.

PAGE PROTECTION FENCE

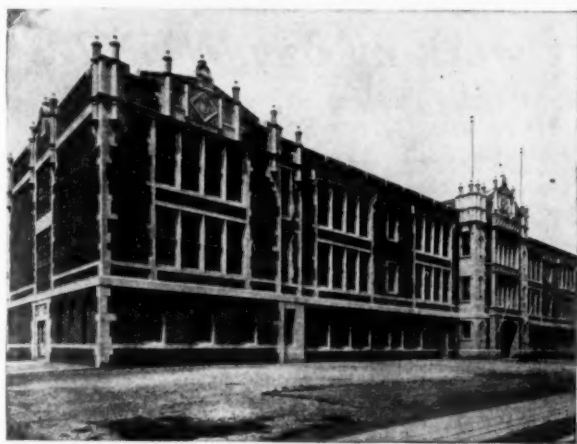


SMITH'S IMPROVED PANIC EXIT LOCKS



There can be only One Best of Anything

Smith's Improved Exit Locks Are the Best Locks Made for Schools, Theatres, and Industrial Plants



BALTIMORE CITY PUBLIC SCHOOL No. 65

ED. H. GLIDDEN, Architect

96 Baltimore Public Schools Similarly Equipped.

SCHOOL BOARDS

use them because they give the protection wanted.

ARCHITECTS

specify them because they have become the acknowledged standard.

CONTRACTORS

desire them because they are easily installed and do not get out of order.



No. 70—Exit Only.

No. 737—Knob and Cyl.
No. 736—Handle and Cyl.

Write for Catalog



Now made
by

The Steffens-Amberg Co.

HARDWARE MANUFACTURERS

260-270 MORRIS AVE.
NEWARK, N. J.



ASSOCIATION ELECTIONS

—Dr. H. A. Hartman, superintendent at Sidney, was elected president of the superintendents' association of western Ohio. Superintendent W. S. Guber was elected secretary.

—The Kansas State Teachers' Association has scheduled six meetings for 1925, to be held at Kansas City, Wichita, Salina, Coffeyville, Emporia, and Dodge City. The reasons for dividing up the association into branch meetings is that the membership of 7,000 cannot properly be housed in any one city. A. J. Stout, superintendent of the Topeka public schools, was elected president of the association for the coming year. Two emergency vice-presidents were elected to have charge of the two additional meetings which will be held November 5 and 6 next year. W. H. Carrothers will have charge of the Emporia meeting and C. J. Vindonhaller, of Garden City, will have charge of the Dodge City meeting. Other meetings will be held at Kansas City, Coffeyville, Salina and Wichita.

—Alliance, O. Members of the Alliance Board of Education unanimously voted to purchase shoes for all students who might be kept out of school by lack of footwear. In past years this has been cared for by private organizations. Two years ago 75 pairs of shoes were distributed while last year 50 pairs were purchased. The purchase of shoes by boards of education is allowed under the Ohio educational law where the lack of shoes may keep a child from attending regular school sessions.

—Mr. Richard A. Searing, secretary of the New York State Teachers' Association for the past 25 years, is the executive head of the second largest teachers' association in the country. Mr. Searing was recently reelected to the office by the executive committee in recognition of his

long service and the excellent showing made during the past year in finance and membership.

When Mr. Searing first became secretary of the association, the membership was 573, with an annual budget of \$4,000. As the result of an intensive campaign during the past year, Mr. Searing was able to report receipts for the budget amounting to \$51,870 and an enrollment of 29,595 members. The registration is considered the largest in the history of the association.

PERSONAL NEWS OF SUPERINTENDENTS

—Dr. John H. Walsh, who retired August 31st of last year as associate superintendent of schools of New York City, died on December 12th at his home in Brooklyn. Dr. Walsh was the author of a series of mathematical texts. He was superintendent of schools of the city of Brooklyn before the consolidation, when he became an associate superintendent of the greater New York City schools.

—Harvey O. Hutchinson of Elmira succeeds Daniel J. Kelly of Binghamton as member of the New York state board of regents.

—After twenty-one years of service as superintendent of the Indianola, Iowa, schools, O. E. Smith has resigned. His successor is M. G. Davis.

—A meeting in memory of Robert Ellis Thompson, who died on October 19th last, was held in the Central high school, Philadelphia, on December 17th. Dr. Thompson was principal of Central high school for 26 years.

—Memorial exercises were held at the High School of Commerce, New York City, on December 17th, in honor of the school's late principal, Mr. Harold E. Buttrick.

—Principal J. E. Walker of the Oak Grove school was elected superintendent of the Hamilton County, Tennessee, schools. He succeeds J. L. Hair, who served since July, 1924, and who succeeded J. A. Roberts, resigned.

—L. T. Robinson, who has been in charge of the Wardville, Okla., schools, has been chosen superintendent at Wright.

—It is proposed to increase the salary of Henry M. Sherwood, state superintendent of Indiana, from \$5,000 to \$7,500.

—W. B. Schoggen, superintendent of the Maysville, Okla., schools, met with a painful injury in April last year and has been obliged to remain at home. He managed, however, to

administer the schools by keeping in touch with them and directing affairs from an invalid's bed. A. J. Heids serves as his immediate representative.

—By unanimous action, the board of education of Windsor Locks, Conn., dismissed Leander Jackson, supervising principal. The board which consists of Dr. N. J. Kelly, J. D. Egan, J. B. Dowling, Herbert R. Coffin, and Harvey Richmond has given no reasons for its action and none have been asked by Leander Jackson.

—The bulletin issued by P. L. Harned commission of education for Tennessee says: "The county superintendent's office should be the model of system and efficiency, an example for teachers, school boards, and other public officials, for he is in charge of the education of the county. His records should be perfect, his accounts should be accurately and neatly kept, and should show a daily balance of public funds. But before all this can be accomplished it will be necessary for the county court of a few backward counties to provide an office, furniture and supplies. No one can conduct a business without a place in which to work and supplies with which to work."



—Dr. L. H. Conley, for several years a member of the Gas City, Ind., school board, resigned recently, and will take up his residence in Florida. Mr. Conley is succeeded by Mr. Frank Biddinger.

—Flagstaff, Ariz. At the last school election held on October 15th, Mrs. T. E. Pollock was elected as a new member of the school board, to succeed Mr. C. B. Wilson. Mr. Wilson has been forced to retire on account of the pressure of private business interests.

—President J. E. Lightle, Mr. J. H. Deener,

The DUNHAM

REG. TRADE MARK

HEATING SERVICE



Pensacola, Fla., High School

We invite inquiries from superintendents and school board officials regarding Dunham Heating for any type of building.

C. A. Dunham Co.

230 East Ohio Street,

Chicago.

Over sixty branch and local sales offices in the United States and Canada bring Dunham Heating as close to your office as your telephone. Consult your telephone directory for the address of our office in your city.

A Dunhamized school every working day. WHY?

At the rate of a building every working day schools in the United States and Canada are being Dunhamized.

Why is Dunham Heating being so universally adopted by the schools of North America?

First, because Dunham Steam Heat provides an even, healthful warmth in **every room**, instantly available at the turn of a valve, and as easily controlled.

Second, it offers remarkable advantages in flexibility of operation.

Third, because it is a noiseless system.

Fourth, because it is remarkably economical in operation.

Fifth, because it is a system practically devoid of repair costs.

Mr. W. E. Word, and Mr. Henry Bell, of the Searcy, Ark., school board, have tendered their resignations after periods of service ranging from eight to seventeen years. Mr. W. D. Davenport, Mr. L. O. Stotts, Mr. A. H. Royston, and Mrs. Ben Grisham have been elected to fill the unexpired terms of these members. Mrs. Grisham is the first woman to serve on the Searcy board.

—Mr. O. M. Elliott, formerly of Sheldon, Ia., and more recently of Lewiston, Ida., died at his home in the latter city on December 15th. At the time of his death, Mr. Elliott was president of the State Normal School at Lewiston.

—A banquet was given at Indianapolis, Ind., in honor of the four new members of the staff of the state education department, who have become a part of the office force. The guests in whose honor the dinner was held were Henry N. Sherwood, state superintendent of public instruction; George Spencer, chief deputy state superintendent; Hale C. Pickett, assistant school inspector, and R. E. Blackwell, assistant state superintendent. Z. M. Smith, state director of vocational education, was the principal speaker at the dinner.

—Judge Howard B. Gorham of Providence, R. I., has been reelected chairman of the school board for a seventh consecutive term. Judge Gorham has been a member of the board for the last eighteen years.

—Mr. R. J. Eckart, president of the school board of Collinsville, Ill., died at his home on December 12th, following an illness of typhoid and pneumonia. Mr. Eckart was for thirteen years president of the city school board, and during ten years of that time was president of the township school board.

—Richard W. Sulloway has been elected a member of the Franklin, N. H., board of education. He is the manager of a large hosiery mill.

—Miss Rita Knowles, secretary of the board of education of Moline, Ill., returned on December 30th from an extended European trip. Miss Knowles left Moline the first week in August, sailing from New York on the fifteenth of the month. She visited England, France, Italy and Switzerland.

—Mr. F. T. Dugan, for six years secretary of the board of education at East Orange, N. J., resigned on December 31st, to accept a position

with the American Telephone and Telegraph Company of New York.

—Mr. Elmer F. Wenrich has been elected president of the school board at West Reading, Pa., to succeed E. C. Fegley.

—Mr. Ralph Taylor has been elected as secretary of the board at Larned, Kans., to succeed Mr. H. C. Van Horn.

—Mr. G. W. Beggs has been reelected as president of the school board of Reading, Pa.

—Mr. Howard B. Gorham has been reelected as president of the school board of Providence, R. I.

—Mrs. Sallie H. DeMois has been reelected president of the board at Allentown, Pa.

—Mrs. E. L. Robertson, president of the Syracuse, N. Y., board, has been reelected secretary of the Associated School Boards and Trustees' Association of New York.

—Mr. E. J. Bateman has been appointed truant officer and census enumerator for the board of education at South Kingston, R. I.

—Mr. Wm. B. Jack, of Portland, Me., has been reelected as superintendent of schools at a salary of \$5,000 per annum.

—Mr. Vernon M. Riegel has been reappointed as state superintendent of public instruction of Ohio for a term of four years.

—Mr. Henry N. Sherwood has been appointed as state superintendent of public instruction for Indiana, succeeding B. J. Burris.

—Mr. Hale C. Pickett, formerly superintendent of schools of Ripley County, Ind., has been appointed as assistant school inspector for the state education department. Mr. Pickett is a graduate of Indiana University and of the Indiana Normal School, and has considerable experience in teaching and supervision.



THE BABB'S SWITCH SCHOOLHOUSE IN WHICH THIRTY-THREE LOST LIVES.

This is the little schoolhouse at Babb's Switch, near Hobart, Okla., which was destroyed in Christmas tree fire. There was only one door, and wire netting encased the windows so that it was impossible to empty the building quickly. The picture was taken several years ago. (Atlantic and Pacific Photo.)

ANNOUNCING

The

"DUAL THERMOSTAT"

**One Temperature For Day Time
Another Temperature For Night Time
Operated By a Single Push Button**

This is the most important invention and development of heat regulation since the invention of the Pneumatic Thermostat, greatly increasing the economy already effected by temperature regulation. W. S. Johnson invented the Pneumatic Thermostat. Jas. F. Gallagher invented the Two-Pressure, or the Night and Day Thermostat. The Johnson Service Company developed and improved both. This remarkable thermostat combines all of the best features of the Johnson and Gallagher Patents. The combination of these inventions is the "DUAL THERMOSTAT." The Dual Thermostat and the Push Button Adjustment of the Dual Thermostat, as devised by the Johnson Service Company, makes the complete and perfect system.

Night schools are held in the same building as day schools, but only a portion of the rooms are used. Heat should not be wasted on the other rooms during the night. If the building is equipped with Dual Thermostats, the engineer in his office or the principal in his office can shut the heat off in the rooms not to be used or regulate them automatically at a low temperature, thus saving fuel by merely pushing a button at the close of the day's session. In the morning, by again pushing the same button, all rooms can be restored to their normal daytime condition of being heated evenly and automatically regulated at the desired temperature.

What can be done in school buildings can also be done in other buildings where some of the rooms are used during the daytime but not at night. The possibilities of this thermostat are innumerable. To an architect or an engineer many uses would suggest themselves. The results are far-reaching. The additional charge over an ordinary system of temperature regulation is very small and the saving greatly exceeds this additional charge.

Write to any of our offices for information or a demonstration. Any one of our engineers will gladly call on you with an operating model and show you this marvelous instrument. It will take but a few minutes, and cost you nothing.

JOHNSON SERVICE COMPANY

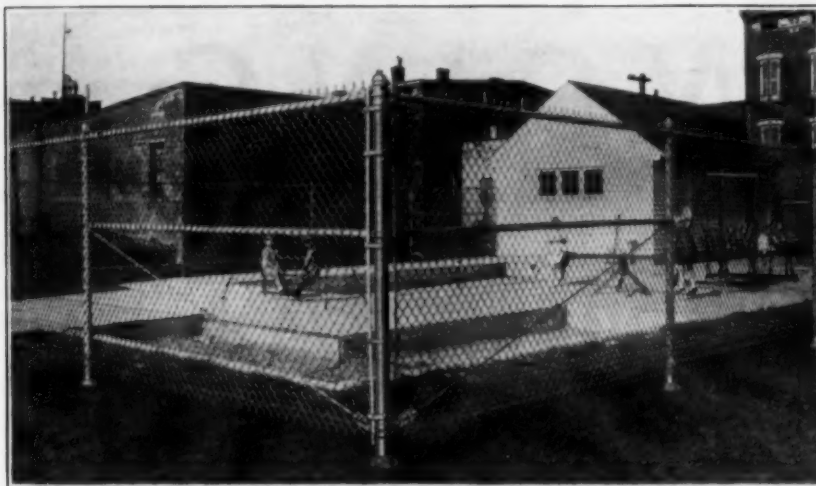
Factory and Main Office: MILWAUKEE, WISCONSIN

BRANCHES

BOSTON
BUFFALO
CHICAGO
CLEVELAND
CINCINNATI
DES MOINES
DETROIT
DENVER

INDIANAPOLIS
KANSAS CITY
LOS ANGELES
MINNEAPOLIS
NEW YORK
PITTSBURGH
PORTLAND
PHILADELPHIA
SEATTLE

SAN FRANCISCO
SALT LAKE CITY
ST. LOUIS
CALGARY, ALTA.
TORONTO, ONT.
MONTREAL, QUE.
WINNIPEG, MAN.
VANCOUVER, B. C.



THIS SCHOOL, LOCATED IN AN URBAN FACTORY DISTRICT, REQUIRES POSITIVE PROTECTION.

PROTECTING SCHOOL PROPERTY.

(Continued from Page 65)

by no motive other than sheer mischief. It is certain, if the apparatus is adequately protected by proper fencing, that in the long run the fence will be found economical.

Still another question arises as to the desirability of fencing school property, and that is the repute of the property itself. After school hours this property often becomes a resort of the rowdy element, and after nightfall it is, sometimes, put to decidedly improper uses.

All this tends to cause school property to fall into evil repute, and this is bad in many ways, more particularly in its effect upon the neighborhood and upon the manner in which the school itself is held in esteem.

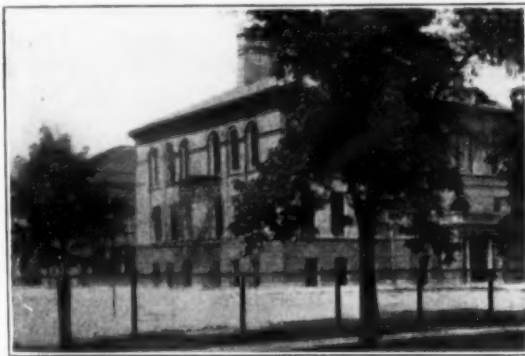
The fenced playground means that it can be closed at a seemly hour, while being utilized for proper purposes during all of the available daylight period. This is putting the property to the use for which it is properly designed. Permitting other uses at hours when rowdiness may be rampant is degrading school property, and, in the long run, tending to degrade the school itself.

Proper fencing also protects the children from stray dogs and other animals which may be dangerous, and from various other unpleasant and undesirable contacts.

There has been considerable controversy as to the looks of a fence around school property, and as to its harmony with the general architectural and landscape design of the school buildings and grounds. There really should be no question on this score. A well-designed, properly proportioned, adequately constructed and installed fence really contributes to the architectural beauty of a school plant. A strong wire fence with a mesh small enough to prevent balls

and other playground equipment from going through it, and properly protected at the top to prevent climbing, can be made handsome, especially if some attractive type of climbing plant, such as rambler roses, morning glories or honeysuckle is grown alongside it and trained to cover it. Even the fence itself, if properly constructed and designed, without the additional adornment of plant life, is frequently an architectural asset, lending itself distinctly to the attractiveness of the general school plant scheme.

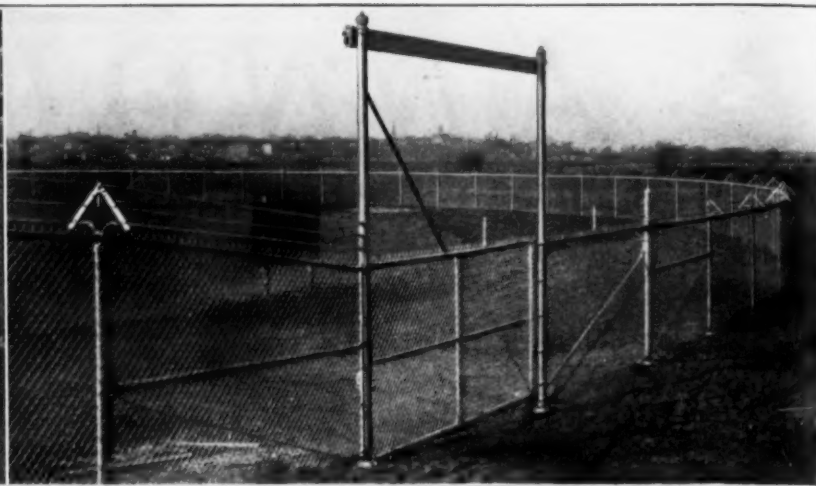
The most advanced school authorities recommend an ornamental wire fence with an attrac-



A PROTECTED SCHOOL YARD AT OAK PARK, ILL.

tive entrance. Some authorities recommend a rear fence of more solid material, such as concrete or stone, so as to afford a seating and resting place for the smaller pupils.

In hilly localities, where school grounds are frequently upon several different levels, it is almost absolutely imperative that fencing be employed, especially where retaining walls or steep embankments separate these levels. For this purpose, again, wire or other close fencing



FILSTRUP ATHLETIC FIELD, BENTON HARBOR, MICH., HAS COMPLETE WIRE FENCE ENCLOSURES.

has the greatest utility. Iron pipe railings are sometimes used, but these are dangerous because the smaller children may slip under them and sustain injury through falling, while the wire or close type of fence is an absolute preventative of any such accident.

An installation of an excellent type of protective fence in Oak Park, Illinois, has proved remarkably satisfactory. The schoolhouse is at the corner of Washington Boulevard and Kenilworth Avenue, both widely traveled thoroughfares, and the element of danger is, therefore, far greater than usual. The fence, according to the Oak Park school authorities, has absolutely eliminated this danger factor, and is contributing notably to the peace of mind, both of parents and teachers. This particular type of fence has salvaged top edges, which prevent scaling and render the sometimes unsightly barbed wire protection unnecessary. If erected to a sufficient height—say, about seven feet—it is practically unclimbable and affords every possible protection which can be demanded.

At this Oak Park school there is no vegetation at the side of the fence, which is absolutely bare, and yet it harmonizes excellently with the school plant and is in itself an addition to its beauty.

An experienced teacher, discussing the value of school fencing, remarked that where the school is near a busy street a properly designed fence is as essential to the school as a fire escape, and she voiced the hope that school fences will soon become obligatory by law. She refers to "the friendly protection of a fence" as aiding "the peace of mind of parents, teachers and school authorities," and this is a consideration by no means to be underestimated.

(Concluded on Page 123)



ENTRANCE GATES, GIRLS' HIGH SCHOOL, AUGUSTA, GA.

While it may be doubted whether school boards may properly erect beautiful gates like these, graduating classes cannot find a better gift.



A COMBINATION OF IRON PICKET AND WIRE FENCES.

The wire fence allows for perfect protection to the windows of this flat adjoining a Milwaukee school, without cutting off light or air.



Department of Superintendence

NATIONAL EDUCATIONAL ASSOCIATION

Our Installation Booklet will interest you.
It tells of the men and schools who approve
"UNIVERSAL."
May we send you your copy?

JOHN J. NESBITT, INC.

"The Universal Unit Ventilation System"

213 NORTH VERMONT AVE., ATLANTIC CITY, N. J.

Branch Offices and Representatives

NEW YORK, N. Y.
BALTIMORE, MD.
DENVER, COL.

PORTLAND, ORE.
SEATTLE, WASH.
PITTSBURGH, PA.

TEAR THIS OFF

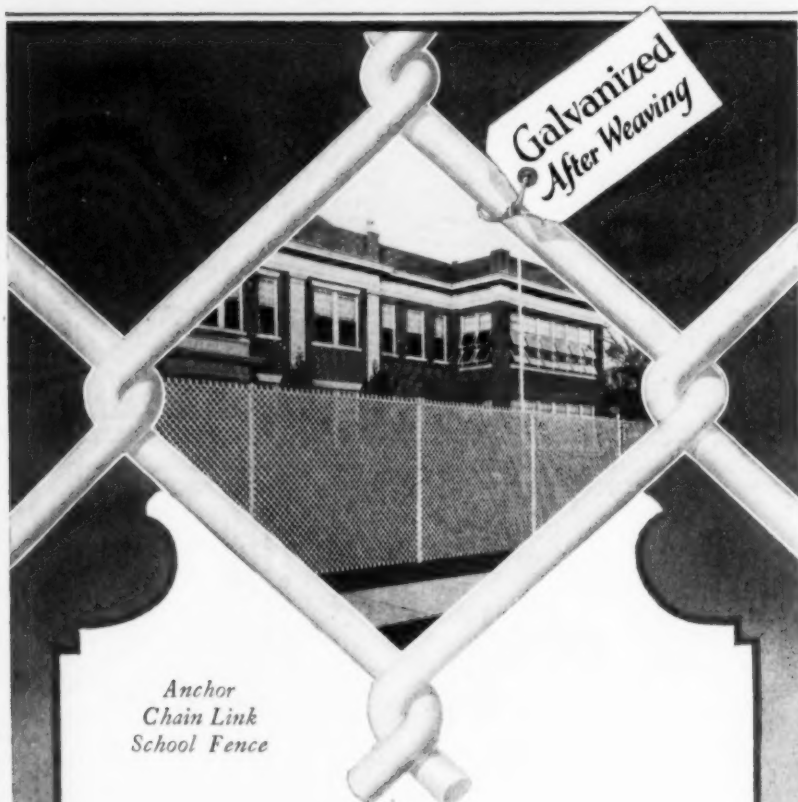
Sign on the dotted lines and we will mail the booklet at once.

Name

Position

Address

Anchor Fences



Anchor
Chain Link
School Fence

Certainly-- Anchor Fences Are Galvanized *after weaving*

For this is the most modern method. Practically all manufacturers of chain-link fence use it.

Galvanizing *after weaving* is essential. But the durability of a fence depends on other factors, too.

What is the fabric made of? How are the posts set? Today, these are the questions which the fence buyer should ask.

Anchor Chain Link Fabric is made of **rust-resisting copper steel** wire — an Anchor feature which offers maximum resistance against corrosion! The posts are **drive-anchored** — insuring permanent fence alignment!

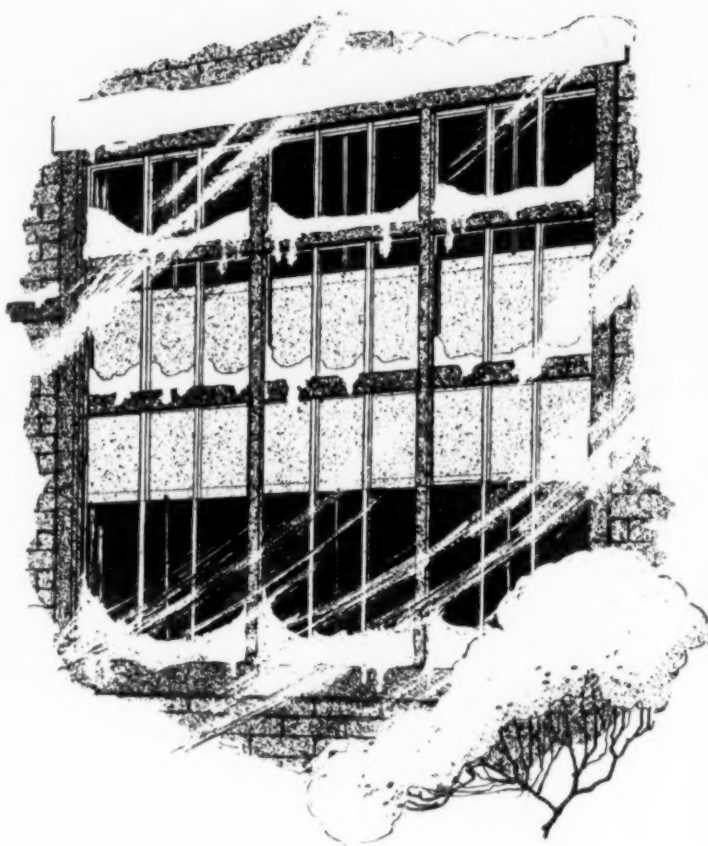
Investigate these Anchor advantages before you buy. It will pay you. Write for Specification Manual No. 60.



ANCHOR POST IRON WORKS
52 Church Street, New York, N. Y.

Branch Offices and Sales Agents in
Principal Cities

2569-G



Lessening the Danger of Eye-Strain and Colds with *Correct Shades*

THE source of strained eyes and frequent colds — what educator has not worried greatly over these drains on the vitality of the pupils, these hindrances to their scholastic progress?

Yet how many of these troubles are simply the result of poor shade equipment that can be easily corrected!

There are shades that permit both proper ventilation and proper distribution of light.

They are of HARTSHORN manufacture, now in use in innumerable towns and cities after thorough tests by exacting school boards. Mounted on Hartshorn Rollers with No. 86 or No. 87 double brackets, shades of Hartshorn Oswego fabric not only last several school terms with any reasonable care, but permit proper regulation of light and heat at all times.

Distributed by converters
throughout the entire country.

Write for colors, sage, linen, putty, dust, dill, and in Tinted Cambric especially adapted for school use. They have been approved by competent chemists.



STEWART HARTSHORN CO., 250 FIFTH AVE., NEW YORK CITY

The Demands of a School Building Window

We maintain that a school building window is more exacting in its demands than is any other window. It must do more than merely provide light and a means of ventilation.

1. The Window Must be Simple in Construction and have Few Parts: (With our equipment plank frames are used and weights and cords and pulleys are eliminated.)
2. An Indirect Method of Ventilation is Necessary: (With our equipment each or both sash are tilted independently to any desired angle.)
3. Window Cleaning must be made safe: (This is done easily and quickly from within.)

4. And the Windows Must permit the Minimum of Heat Loss: (Our equipment applied to a wood sash merely pivots and is more weather tight than a double hung window.)

The building displayed is one of six school installations in Bethlehem, Pa. We contend that the satisfaction of our equipment has resulted in its repeated use there as in many other cities we could mention.

THE WILLIAMS PIVOT SASH CO.

E. 37th St. at Perkins Ave., Cleveland, Ohio



THE WILLIAMS PLANK FRAME REVERSIBLE WINDOW EQUIPMENT PROVIDES:

*Ideal overhead ventilation
Reversibility for inside cleaning
Greater light area
More weathertight construction
Better shading facilities
Simplified frame construction
Weightless windows*



LIBERTY HIGH SCHOOL
BETHLEHEM, PA.

RITTER-SHAY, ARCHTS.,
PHILADELPHIA, PA.

(Concluded from Page 120)

She also makes a point that "fences tend to keep children within bounds, insuring prompt returns to class after play periods," and that children are "kept from molesting the private property near the school and from wandering into questionable places which may be in the neighborhood."

The opposition to adequate fencing of school property, in the final analysis, is based upon two considerations only—namely, cost and appearance—it would seem, in the light of information collected by various competent school authorities, that these must weigh very little against the undoubted facts that, when all factors are considered, the fence is really an economy, and that it is also, when properly designed and constructed, usually an asset from an architectural and landscape point of view.

However, the fundamental consideration must always be the safety of the child. There is nothing with which school authorities can concern themselves more precious than this, nor of graver import. The child's life and the child's safety must first be protected. All else is of secondary importance. And to do this, so far as school authorities can control, it is necessary to properly protect school property.

THE SUPERINTENDENT'S RIGHTS AND THE SCHOOL BOARD.

(Concluded from Page 104)

pret the public to him and him to the public. That is one of our biggest functions as members of school boards. We represent the public. We fairly well understand the public. He does not to the same degree because, especially if new to the position, he may be a stranger in the community. So the school board stands for a certain kind of knowledge that this educational expert never can attain, and should be frank in giving him the best counsel. In fact, he has a right to expect that his board will

restrain him from tactless and precipitate action, and definitely protect him from the unjust attitude on the part of the public. Some years ago a certain superintendent said to me, 'I am an expert. I know what I am about, and I don't like to be thwarted.' My answer was: 'You had better go a little slow at first. Wait a little and don't try to do too much at once. Be patient, or you may lose far more than you gain by undue haste. Be patient.' But he heeded not my advice and at the end of the year had to resign.

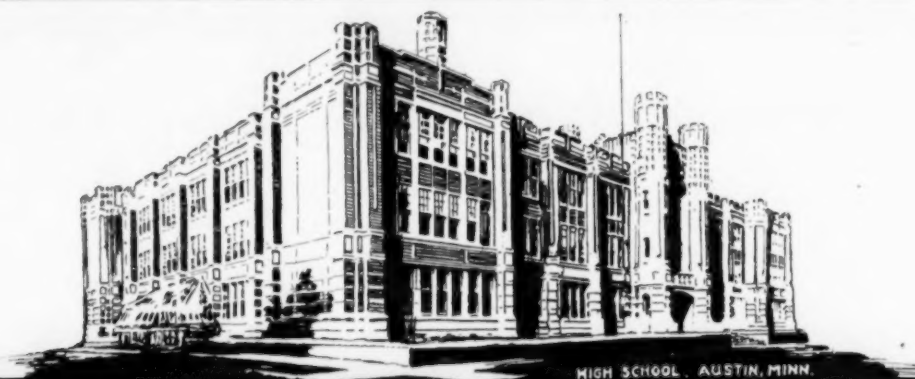
"One more point. The superintendent has a right to expect that the school board shall extend to him its consideration and hearty support so long as he is worthy. Do you know, fellow members of school boards, what lonely lives some of our superintendents are living? Perhaps you do not, and perhaps you never will. But my own experience leads me to ask the question. I once had a lonely time as the newly elected superintendent in a Connecticut city. I was more than coolly received by even the leading people in the town. There was anything but a sympathetic attitude from the public toward me because I was misunderstood. I was regarded with suspicion as the stranger with new-fangled ideas who was certain to meet failure. Afterwards the attitude changed completely and I have beautiful memories of those lovely people and of the pleasant years I spent in their midst. But at the outset I was hungry for some member of the school committee to give me an encouraging word. Whatever else it does, the school board should hold out the hand of sympathy to its superintendent."

Newton D. Holbrook, member of the Thomaston school committee, said: "This is a very simple organization. Purely that of stockholders, board of directors and business manager. The public are the stockholders, your committee is the board of directors, and your superintendent is the business manager; and I am of the opinion that the school committee which hampers the school superintendent with detail is not giving him an opportunity to use his abilities, but is hampering his work and depriving the school of the best supervision that

he can give. If the superintendent is not a big enough man to handle the details of the school, then for heaven's sake get rid of him and get a man who is. To my thinking there is another field of endeavor for the school superintendent. Nicholas Murray Butler, in an address to school children a few days ago, said that the schools of a community usually reflect the general intelligence of the community. This is an axiom. It is therefore necessary, if our schools are to improve in standards, that the standard of education in the community improve. To assist in bringing this to pass is, I think, one of the duties of the school superintendent for this reason. Members of school committees are elected probably for the same reason that I was. I am a citizen of the town of Thomaston. I have two children. Those are the essential requirements for a good member of a school board. But that was all I knew about school boards when I went on the school board."

At the close of the discussion Dr. A. B. Meredith, the Commissioner of Education, summarized the various addresses, and among other points made, emphasized the professional character of the superintendent's work. He pointed out that a fundamental difference between the responsibility of the school committee, on the one hand, and that of the superintendent on the other, was the difference between the idea of representation and that of efficiency. The school committee represents the town and determines the broader educational policies. In general the committee corresponds to a board of directors of a business corporation; it represents the community. The superintendent is the executive and carries out the policies of the board. The superintendent is also the leader and inspirer of teachers. With the teaching corps and the material equipment provided, his business is to administer his responsibility in the most efficient manner possible.

The Commissioner congratulated the association upon the large attendance and the splendid spirit of the meeting. He saw in the gathering another evidence of constructive unity among those legally responsible for educational progress in Connecticut.



They Investigated!

"... fine co-operation ... equipment functioning properly ... prompt service ... very satisfactory ... in fact more than might have been expected under our contract ..."

That was two years ago. We can't quote it all in this space—but it's from the President of the Board.

Now see what they say today.

"... in operation four years ... real service ... economy of steam ... minimum of trouble ... appreciate your interest in its successful operation ..."

This from the Engineer.



Yes, they investigated thoroughly. They wisely discounted all salesmen's arguments—and investigated actual installations. And there was but one verdict—

THE NATIONAL SYSTEM AUTOMATIC TEMPERATURE CONTROL

The more thorough the investigation, the better we like it, because proper investigation will show why an extensive service department (for service after installation) is not a necessary part of our organization.

NATIONAL REGULATOR CO.
2301 KNOX AVENUE CHICAGO

Offices in principal cities.

SCHOOL ATTENDANCE IN NORTH CAROLINA

The best attendance records in North Carolina schools were made in the 24 largest city school systems, where 82.3 per cent of the white and 74.7 of the colored enrollment were in average daily attendance. The poorest attendance was in the rural white and colored schools, where but 72.7 per cent of the white and 64.5 per cent of the colored enrollment were in average daily attendance.

There was a wide gap between the high county and the low county as to the percentage of white enrollment in average daily attendance last year. Dare County ranked first with 87.6 per cent, and Anson ranked lowest with 54.4 per cent. In 27 counties the percentage of enrolled children in average attendance was higher in the rural colored schools than in the white schools. Only six counties reported as good white attendance as the white average in the 24 largest city schools, but nine counties reported as high attendance as the average in all city schools, and 34 counties had as high attendance as the average in the fifteen smallest charter schools.

In the group comprising the 24 largest city schools, the city of Hickory ranked first both as to white and colored schools, with 94.4 of each 100 of its white children and 90.9 of each 100 of its colored children enrolled in daily attendance. Gastonia ranked lowest, with 69.7 per cent of its white children in daily attendance, but with a higher stand for colored attendance since it had 73.9 per cent of its colored children in daily attendance. Two other cities, Wilmington and Asheville, reported a larger percentage of colored than white children in average attendance.

THE SCHOOL PROBLEM IN TENNESSEE

In discussing the needs of a strengthening all along the line as applied to the school interests of Tennessee, State Commissioner P. L. Harned lays down certain essentials. He says:

(1) If the county is to remain the unit of administration, and it should, the county officials in each county must know and practice business methods. The school officials must know as much school administration as the banker knows banking, and they must apply this knowledge as

they would if they were transacting their own business.

(2) The state must become the main unit of school revenue, either by direct or mandatory levies. It must distribute the school funds on a basis that will require efficiency in the investment, and it must supply one or more supervisory agents to see that the money is properly invested by all the counties.

(3) The school funds must be sufficient to run the country schools a longer term and to pay salaries equal to the service that the state fixes as its standard. In other words, if there are not enough outstanding teachers in Tennessee to supply the needs of the country schools, the county superintendent and county board of education may go into other states to supply the needs of this state, just as other states have come into Tennessee and employed some of the best teachers of this state.

SCHOOL PUBLICITY IN CHICAGO

A committee of Chicago school principals, directed by Principals George A. Beers and Charles S. Winslow, recently made a study of the subject of school publicity as applied to that city. The report following the study deplors the fact that the newspaper reading public sees so much sensational mention of "fights, turmoil, squabbles, war, etc.," and concludes that organized service for supplying affirmative and constructive matter be supplied to the newspapers.

Superintendent William McAndrew, in conveying his views on the subject to the board of education, holds that this is in line with a similar method employed at Boston, Springfield, Mass., Pittsburgh, and Cleveland, and then quotes from Fred Charles' book on "Publicity and the School," which says:

"Many Newswriters are as devoted to the welfare of the schools as are the school people themselves. Every board meeting, every school gathering is an avenue actual or potential to the public mind. Board members and school officials remembering this will have all meetings of such a character that newspaper reports of them are likely to benefit the schools. A great deal of news concerns contests and differences. But it is neither necessary nor desirable that bickerings be exposed to public view. Far less

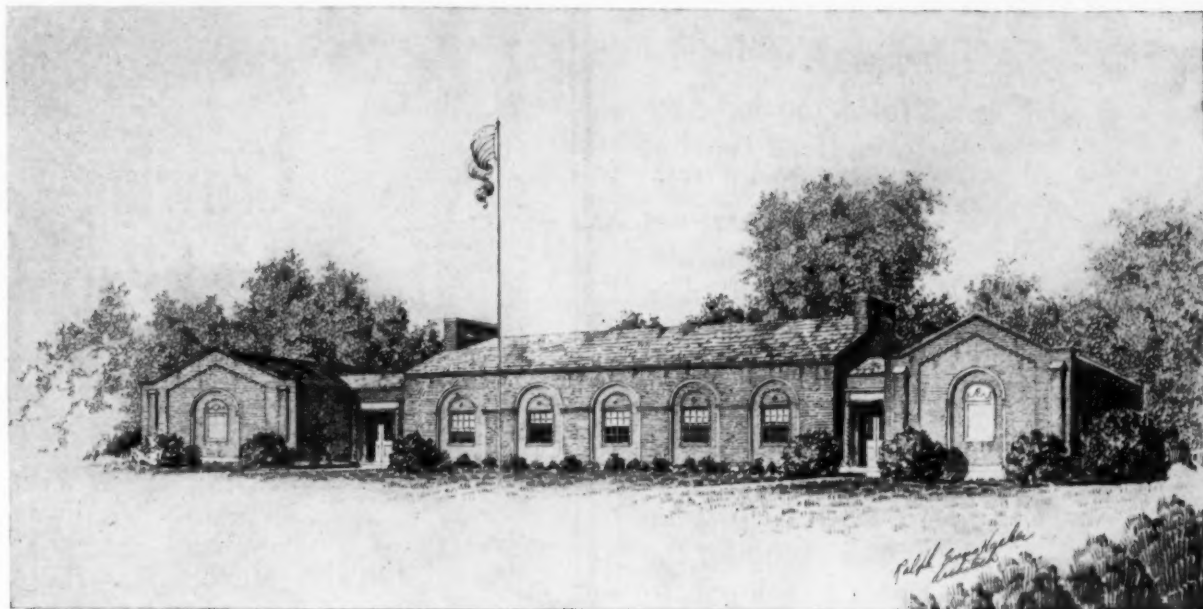
harmful news would be displayed if board members and school officials were careful in guarding their speech, more willing to sacrifice their own egotism for the good of the children in the schools. They can translate every meeting into terms of child welfare."

Mr. McAndrew also quotes Charles H. Dennis, of the Chicago Daily News, who recently said: "Members of the principals' club in interesting themselves in this important subject, in my judgment have taken a wise step that should be followed up with confident persistence. By well-devised publicity interpreting the schools adequately and truthfully without exaggeration or distortion, to the community in which they constitute the chief agency of progress, the effective cooperation of many parents of school children and other interested citizens should be won. Results of such cooperation should be lastingly beneficial to all the city's legitimate interests and should afford inspiration to all its constructive forces. For the successful functioning of the schools is dependent upon good local government which in turn is dependent upon alert and informed public opinion. Indifference to civic duty, involving as it does along with an entire train of evils, sacrifice of the schools to predatory politics would be almost unthinkable if there were a right understanding of the greatness of the work done by the school and of their need for full opportunity to develop steadily and systematically upon sound principles."

CHATS DURING RECESS

—Miss Florence M. Hale, state agent of rural instruction of Maine, delivered an address at an educational gathering in California. The one paragraph of her address which the newspaper published reads "To wear your hair tied in a tight knot at the back of your head, to assume a wet-blanket expression, and present yourself with a shiny nose, is a sign of neither intelligence nor leadership."

—The time for enforcement of vaccination by the Teaneck township board of education of Bergen County, New Jersey, has been postponed from February to September next, according to G. M. Lee, supervising principal. Among the patrons, there are many who are strongly opposed to vaccination.



NATHANIEL HAWTHORNE HIGH SCHOOL, TEANECK, N. J.

RALPH EVANS HACKER,
ARCHITECT, PALISADES, N. J.

JOHN BOYD PLUMBING & HEATING Co.,
PLUMBERS, NEW YORK CITY.

Beauty and Serviceability Go Hand in Hand

The painstaking workmanship of Clow products, the infinite care taken in inspecting, fitting and hand finishing every job before it leaves the factory, may seem to many to be a mere concern for handsome appearance.

These precautions, however, add many years to the life of an installation, and insure satisfactory operation and low maintenance cost under severe usage.

Thorough methods mean true economy. Why not always "Clow throughout"?

JAMES B. CLOW & SONS

General Offices:

534-546 SOUTH FRANKLIN STREET, CHICAGO

Sales Offices in the Principal Cities

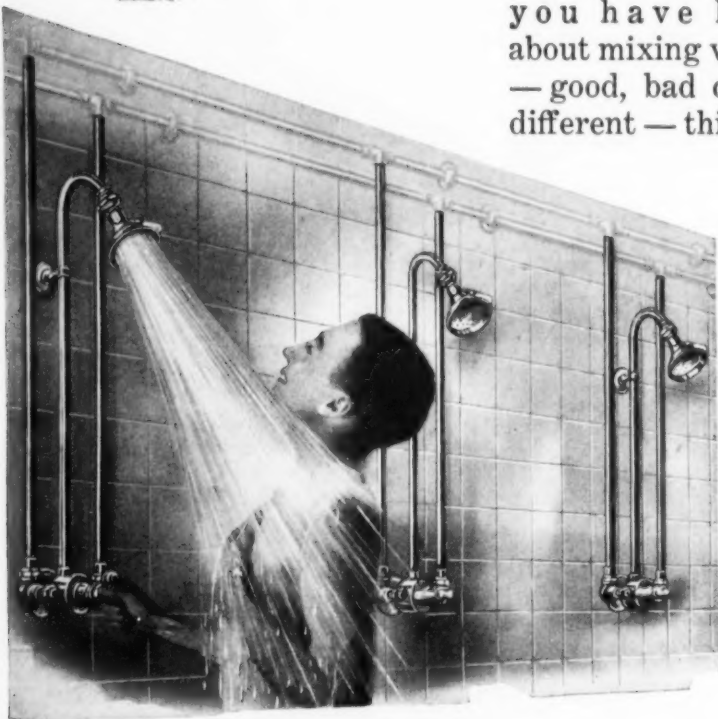
CLOW

This head uses less water and wastes none



Holes in the Anyforce Head (part of practically all Mixometer Showers) are drilled separately and at the angle that will throw each spray on the bather and not waste it around him or her. Also with the Anyforce Head the bather regulates the water's volume to his or her individual likes — hence none wasted in excess force.

And no matter what you have heard about mixing valves — good, bad or indifferent — this one



the Mixometer, always works. It has been used and therefore tested, for years in schools, colleges, clubs, institutions of all sorts, also residences.

We'll gladly send booklet on the Anyforce Head and Mixometer.



SPEAKMAN COMPANY
WILMINGTON, DELAWARE

SPEAKMAN SHOWERS



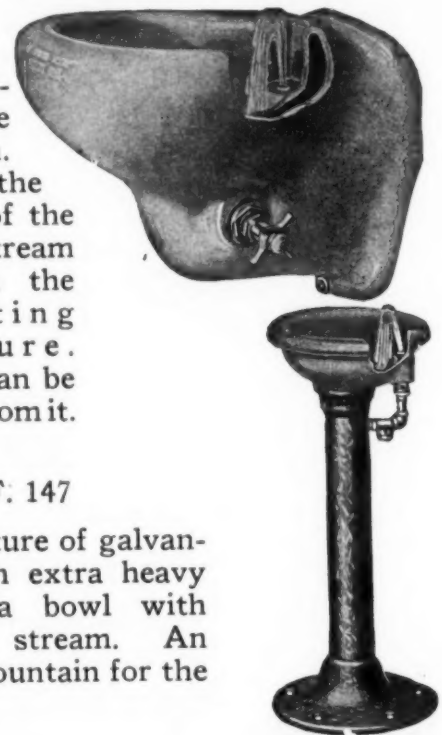
Growing Bodies Need Pure Water

Medical authorities agree that growing bodies need PURE water. Contaminated water is worse than no water at all. R-S Vertico-Slant Drinking Fountains insure

SANITARY drinking — LIPS CANNOT TOUCH THE NOZZLE — the source of most drinking contamination is thereby eliminated. The nozzle is at the bottom of a recess protected by walls on three sides. The stream of water is slanted just right for convenient drinking. R-S Vertico-Slant Bubbler is essentially a germ-proof fountain, economical to install and lasts for years.

No. F. 92

Handsome vitreous china one piece fountain. Combines all the conveniences of the vertical stream fountain with the special slanting stream feature. Glass or cup can be readily filled from it.



No. F. 147

A pedestal fixture of galvanized pipe with extra heavy vitreous china bowl with Vertico-Slant stream. An extra strong fountain for the playground.

R-S Drinking Fountains come in a complete range of sizes and models for every school requirement. Write for new, illustrated R-S Drinking Fountain Catalog F with specifications, prices and full information. It will be gladly sent upon request.

RUNDLE-SPENCE MFG. CO.

51 Fourth Street
MILWAUKEE





CLEAN FLOORS

in University Gymnasiums,
Halls, Assembly Rooms, etc.

C. E. Wooten, Business Manager of the University of North Carolina, writes, "Two years ago we decided to try out the Finnell System of electric scrubbing in the care of our buildings. Before this time we had made use of a large force of floor scrubbers, but were unable to keep our floors in good clean shape. Your equipment enables us to keep the floors in our thirty-two buildings in first class condition at a saving in labor cost far beyond our calculation. We recommend it highly."

Whatever the kind of floor,—whether it is the smallest class room or the largest auditorium, there is FINNELL equipment of the right size and purpose to scrub or mop it more easily and more efficiently. And a Finnell Scrubbed floor is really clean all over, not uneven, streaky or just partly clean.

FINNELL Scrubbers are made in five models,—FINNELL Mop Trucks in three models. Can be purchased separately or in combination. Write for full information and copy of booklet, "Electrical Scrubbing."

AMERICAN SCRUBBING EQUIPMENT SALES CO.
Hannibal, Missouri

FINNELL SYSTEM OF ELECTRIC SCRUBBING

*A motion picture demonstration of the
FINNELL SYSTEM method will be arranged
in your office upon request.*

NEW RULES

SCHOOL TRANSPORTATION BUS RULES

T. L. Head of the Montgomery County, Alabama, schools has formulated a set of cautions and rules which are the result of conferences on the subject of school bus transportation. He addresses the following to all school principals in the county having to deal with the subject of transportation:

1. In flagging a railroad crossing the procedure is: Bus stop at least ten feet from crossing; the door opened by the driver; the captain gets out of bus and goes to the center of the railroad track, looking both ways for train; if a train is in sight or can be heard around a curve hold the bus back until the train has passed; when track is clear give bus signal to cross; bus stops after crossing track and captain mounts; door closed and bus proceeds.

Especially emphasis should be placed on our agreement not to flag a bus over if a train is in sight—we do not wish to assume responsibility for estimating the distance of trains from crossings, or the speed at which they are traveling. If crossings are at or near curves then extraordinary precautions should be taken, which means that we must listen for sound of approaching trains.

2. For a pupil to dismount a bus the procedure is: the bus is stopped; the door opened and the child dismounts and as soon as the child is safe on the ground the captain gives a signal to the driver; the door is closed and the bus proceeds.

3. The driver should be authorized and is required to designate as captain some child in the bus on the days when the regular captain does not ride it.

4. Conferences between the Principals and all the children on each bus would seem to have some advantages. If you try it, won't you please report results?

RULES FOR THE USE OF AUDITORIUM

—Lacon, Ill. The school board has adopted rules to govern the use of the auditorium in the addition to the school building. Under the rules, no dancing, smoking or spitting will be permitted in the auditorium. A committee consisting of G. W. Harms, John Fecht, and L. B. Phillips will have charge of the renting and collection of rentals. The auditorium was opened to the public on Nov. 14th.

The following scale of prices will apply for the use of the auditorium:

Public entertainment (no restriction as to who is admitted and where no admission is charged), no charge; school entertainments, no charge; churches and their subdivisions, charitable institutions, \$3; home entertainments for profit, \$5; outside entertainments for profit \$10.

It is the idea of the two boards that the school-house should be used for the benefit of all the people in the two school districts and they sincerely hope that the using of the auditorium for community meetings will enhance the already good community spirit.

RULES GOVERNING THE PUBLIC USE OF SCHOOLS

—The school board of Lawrence, Kans., has adopted rules and regulations governing the use of the Liberty Memorial High School auditorium. The rules are as follows:

No rental charge will be made for distinctly school functions, which applies to the senior high, junior high and the elementary schools, but a small fee may be assessed by the auditorium manager for the supervision of the stage and handling of the lights and curtains. No charge will be made for the use of the auditorium for free public school lectures, programs, concerts, etc., of a distinctly educational nature and directly related to school work. Other free educational programs may be arranged by the superintendent.

Educational organizations directly related to the school, such as boy scouts, but which may have membership other than children enrolled in school will be obliged to pay janitorial expenses and such items of supervision as directed by the auditorium manager. This applies where admission is charged and the organization receives full benefit of the proceeds. Educational organizations or programs where an admittance is charged but where the proceeds go for better-

ment of the school, are also under the semi-payment plan which includes janitorial expenses and supervision expenses.

Free or admittance charge programs, not considered educational in the strict sense of the word, will be obliged to pay all actual operating expenses. All strictly theatrical performances or performances that customarily make use of regular show houses will be obliged to pay the full and regular rental fee. The same applies to commercial photoplays and rehearsals.

The board excludes political meetings, sectarian meetings, commercial advertising, lodge meetings or programs, and any other not clearly defined educational program, except as such organization shall qualify under any one of the above mentioned items and secure consent of the superintendent of the school.

In the general regulations, all arrangements for the use of the auditorium must be made in writing on contract forms furnished by the clerk of the board.

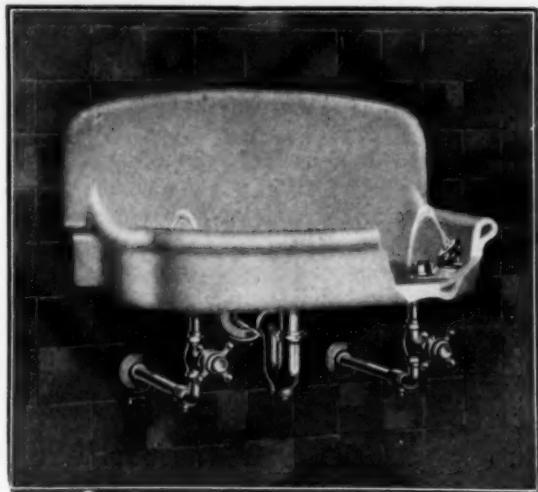
The presence of the auditorium manager or his authorized assistant is required for all rehearsals and performances, the expenses of such supervision to be met by the organization using the stage and charges are arranged with the auditorium manager at the time the auditorium is secured and contract is made.

The school does not assume responsibility for properties brought to the school for use on the stage. Deliveries of stage articles must be made after 2:30 o'clock in the afternoon on any day except Sunday. All stage properties must be removed from the stage immediately after the performance and from the building within forty-eight hours. Properties not called for within that time will be removed from the building.

—Matawan, N. J. The school board has adopted a schedule of rates for renting classrooms and school auditoriums for purposes not connected with the schools. The schedule provides for the following charges:

For use in the afternoon from 3:45 to 5 o'clock, no charge will be made for the use of the high school auditorium, the grammar school auditorium or any of the classrooms. The gymnasium will not be available for afternoon use for other than school purposes.

A charge of \$25 will be made for the high school auditorium for evening use when heat is required; if not required, the charge will be \$15. In both cases the charge includes light, janitor



No. 610

Heavy vitreous china wall fountain. Two-stream projector, Halsey Taylor Automatic Stream Control. One of a number of popular school designs.

More Schools Are Adopting Them Every Day

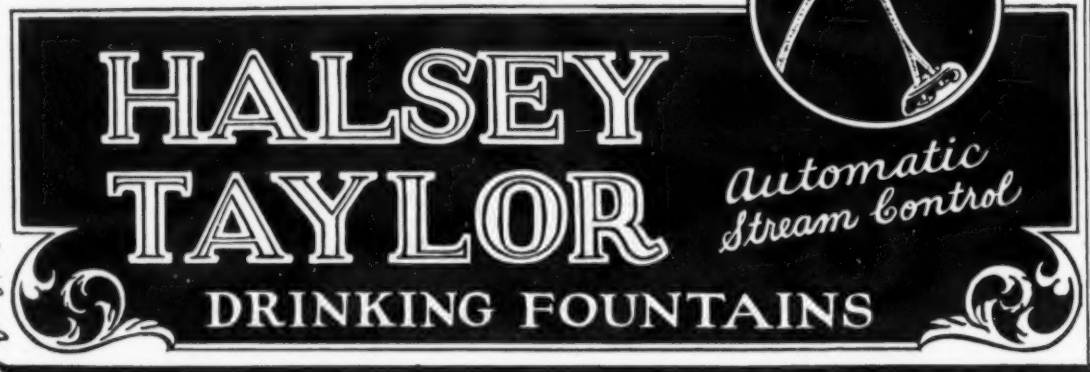
Every day more and more schools and institutions in the country are adopting Halsey Taylor Fountains as their standard, claiming that they are the only satisfactory drinking fountains of any type they have on the market.

These ideal sanitary drinking devices prove that it pays to consider their advanced features before specifying or using troublesome, unsanitary fountains that Halsey Taylor Drinking Fountains so fittingly replace.

Exclusive, automatic stream control keeps stream uniform in height regardless of pressure variation. Patented two-stream projector (used and approved by the government as the most sanitary) provides health-safe drinking mound.

To school superintendents and interested school authorities we have a message of timely appeal. Write!

THE HALSEY W. TAYLOR COMPANY
523 N. Park Ave., Warren, O.



services and the privilege of one dress rehearsal. Additional rehearsals will be charged for at the rate of \$4 each.

The same plan will be followed for the grammar school auditorium, except there the charge will be \$20 when heat is required and \$10 when not required. This also includes one dress rehearsal; additional rehearsals, \$3 each. Light and janitor services will be provided.

The gymnasium for evening use will cost \$15 with heat and \$10 without heat. Use for practice games will be charged for at the rate of \$4 each night. Light and janitor services are included in the charge.

Evening use of the study hall or classroom with heat, light and janitor service in the high school building will be \$5; without heat, \$3. Classroom in the grammar school, evening without heat will be charged for at the rate of \$2 per night.

The time allotted to evening use is from 7 to 10:30 o'clock, which time may be extended to 12 o'clock by the payment of 25 per cent additional. At midnight the buildings must be closed. No permits will be granted during the summer vacation.

The schedule of fees to be paid the janitor by the board provides that \$5 be paid when heat is required and \$2 when no heat is required in the auditoriums; \$3 when heat is required in the gymnasium, study hall or classroom; \$1 when no heat is required in them. When either auditorium or gymnasium is used for rehearsal or practice game the fee will be \$1.

RULES AND REGULATIONS

—The Hoboken, N. J., board of education has a rule against married teachers. All teachers are employed on a probationary period of one year, after which time their tenure is reasonably permanent. When recently Miss Blanche A. Yonkers became Mrs. E. Ostergren before the expiration of her probationary period, she was promptly dismissed. The present rule is designed to ultimately eliminate from the school system all married women teachers.

—When Superintendent Edward Jones of Albany, N. Y., discovered that a woman teacher in the employment of the school system had been secretly married and had continued to sign her maiden name to the payroll, he dismissed her. His action was supported by the board of educa-

tion. The teacher, Mrs. Emma McCullom Thomas, has appealed her case to Dr. Frank P. Graves, state commissioner of education. A board rule forbids the employment of married women teachers.

Fees for Use of Auditorium

The school board of Stockton, Calif., has adopted a scale of rental fees governing the public use of the high school auditorium. The schedule of fees is as follows:

For commercial attractions, \$100 to \$200.

For home attractions, profits to local organizations, \$50.

For non-profit educational entertainments, with charges for admission, \$25.

For patriotic or educational gatherings with no charges for admission, and for direct charities where all proceeds go to charities, free, except janitor's and engineer's services.

For all political gatherings, \$25.

Janitor's service—\$2.50 for janitor's services; \$2.50 for the engineer's services when the engineer would not otherwise be on duty. The committee may arrange for a percentage basis when desirable.

ATTENDANCE OFFICERS MEET

The fourteenth annual convention of the National League of Compulsory Education Officials was held November 11th to 14th, 1924, at the Prince Edward Hotel, Windsor, Ontario, Canada. The league has a membership of about 175 attendance and truancy officers located in various cities of the United States and Canada.

Among the well-known speakers at the convention were William L. Bodine, Chicago, Ill.; Frank M. Phillips, Washington, D. C.; Owen Lovejoy, New York, N. Y.; Arthur Lederle, Detroit, Mich.; Raymond Dunlap, Los Angeles, Calif.; George Whitman, Cleveland, O., and Richard L. Dye, Springfield, Ill.

The proposed amendment to the United States constitution giving Congress power to control child labor in the states had both support and opposition. The old type of truant officer, who looked upon the nonattendant as a culprit to be landed in jail, did not appeal to the delegates. It was felt that the newer type of social worker, who gets at the fundamental causes of truancy, and who knows the value of

the educational facilities of the community, is more fitted to meet the needs of the ideal attendance officer.

The importance of the attendance officer's work was brought out when it was shown that approximately 4,000,000 children are not in school. Of the total number enrolled, 26,000,000, scarcely eighty per cent attend classes regularly. It is the work of the attendance officers to see that children do attend school every day until a sufficient educational level has been reached.

Mr. J. R. Cannon, of Providence, R. I., was elected president of the association, Mr. George L. Harding, of Akron, O., secretary, and Mr. Edward B. Sperry, of Jersey City, N. J., financial secretary.

The next meeting will be held October 12th to 15th, at Duluth, Minn.

—Teachers in the elementary schools of Chicago will have an average of six more pupils in their classes this year if plans to drop 700 teachers are adopted by the board of education.

—Steps have been taken to have the teachers' licensing law amended to permit the Indianapolis school board to license its own teachers instead of vesting that power in the state board. The matter will be presented in the form of a petition at the next session of the legislature.

It appears that prior to the passage of the present law, Indianapolis licensed its own teachers. Last December the new law went into effect and it was necessary to change the licenses of about fifteen hundred teachers.

—New York, N. Y. At a meeting held on December 10th, the board of education adopted a resolution granting sabbatical leaves to teachers and supervisors on and after February, 1925. The sabbatical leave plan contains the following provisions:

"1. To grant sabbatical leaves for a period of half of a school year, to begin with the school term in February or September, thus coupling the same with the summer vacation preceding or following such leave.

"2. To deduct from the teacher's salary an amount sufficient to pay the compensation of the substitute who will take her place.



HAAS - WATER CLOSETS FLUSH VALVES

*--products of over a quarter century of
manufacturing and service experience*

FOR the past twenty-eight years every Haas Water Closet and Haas Flush Valve placed in service has been constantly adding to Haas prestige, with the result that today, Haas products have a national reputation for endurance, reliability and economy in operation and upkeep.

The illustration above, faithful as it may be in depicting the appearance of the particular Haas Water Closet and Flush Valve combination recommended for school installation, cannot give more than a faint idea of its rugged construction, correct sanitary design, perfect proportions and beautiful lasting finish — factors which combined with Haas long life and dependability, make every Haas Water Closet and Haas Flush Valve justly merit the title of SUPERIOR.

Haas Water Closets and Haas Flush Valves are easy to install, moderately priced and unqualifiedly guaranteed.

*Catalogues and prices furnished school
officials and architects on request.*

HAAS WATER CLOSETS — HAAS FLUSH VALVES
A COMBINATION FOR EVERY TYPE OF SERVICE

PHILIP HAAS COMPANY

ESTABLISHED 1896

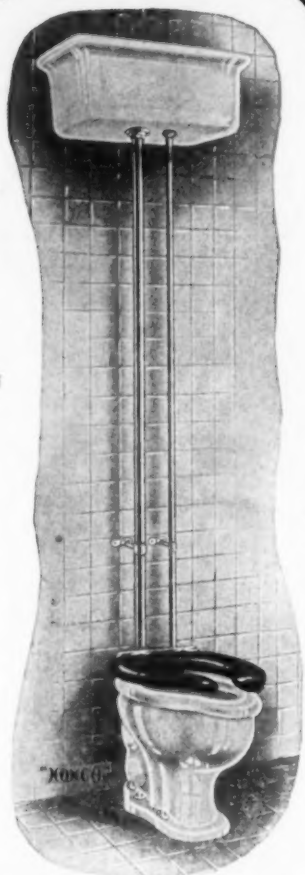
DAYTON,

OHIO.

FLUSH
Haas
VALVES

WATER
Haas
CLOSETS

NONCO
AUTOMATIC
SEAT ACTION
CLOSET NO. 4785-N



ESPECIALLY
DESIRABLE FOR
SCHOOLS AND
PUBLIC
INSTITUTIONS

"NONCO" PLUMBING FIXTURES

With a national reputation for positive, economical, trouble-free, operation and service, consistently maintained for over 45 years, **NONCO** Plumbing Fixtures provide a most logical choice, from every standpoint, in the selection and purchase of plumbing fixtures for schools.

Our wide distribution of warehouses and sales offices assures you of punctual attention and of a service that cannot fail to meet your most exacting requirements.

The "NONCO" experts are "always at your service" and will be glad to offer suggestions on any and all your plumbing problems.

N. O. NELSON MFG. CO.

Pioneer Manufacturers of Plumbing Fixtures
for Schools

MAIN OFFICE: ST. LOUIS, MISSOURI

EDWARDSVILLE, ILL. NOBLESVILLE, IND. BESSEMER, ALA.

BRANCHES

Davenport, Iowa
Pueblo, Colo.
Houston, Tex.
Little Rock, Ark.

Birmingham, Ala.
Los Angeles, Calif.
Memphis, Tenn.
Dallas, Tex.

Salt Lake City, Utah



PUT YOUR WATER SUPPLY UNDER PRESSURE

In the preparation of plans for township and rural schools all architects are today recommending running water—under pressure. Hoosier Water Service solves the problem in such schools, affording a long-lived, efficient water supply for drinking fountains, toilets and lavatories, janitor service, etc. Uses any power and for any well. Made in sizes suitable for the largest of isolated schools. Before deciding on equipment for any proposed building, investigate the merits of the Hoosier GALVAZINK Water Service. Pumps and tanks protected by an all-galvanized coating, inside and out.

OUR FREE BOOK

"How to Have Running Water" tells in a simple manner the technical story of hydraulics. We'll be glad to send you a copy. Your name and address on a post card will bring you one promptly.

FLINT & WALLING MFG. CO.
42 Oak Street KENDALLVILLE, IND.



GALVAZINK



REGISTERED TRADE MARK, U.S. PATENT OFFICE



**The New Model Puro Liberty Drinking Fountain
Represents the Greatest Advance Made in
Drinking Fountain Construction.**

**This Fountain Was Designed Especially for Use
in Schools.**

All Puro Fountains are made of solid bronze cast metal from heavily designed patterns. No breakage possible. Nothing to crack, chip or become unsightly. An installation once made will last a lifetime. Puro Fountains are highly finished, and heavily nickel plated. They are always clean and inviting and do not require the continual care of enameled goods.

Write today for Our Catalog.

Made only by the

PURO SANITARY DRINKING FOUNTAIN CO.
Haydenville, Mass.

THE BRUNSWICK-BALKE-COLLENDER CO.

WHALE-BONE-ITE

W.H.O. PAT. OFFICE
CLOSET SEATS

Toilet Seats



No. 21-9
For Extended Lip Bowls



No. 23-9 Ebony
Price \$9.95 Each
packed ready to attach

Other styles at proportionate prices f. o. b. factory



No. 18-59
For Extended Lip Bowls
No. 18 1/2-59
For Regular Bowls

Sanitary Service

Assured
EASIEST CLEANED
Immediate shipments of all school orders
ORDER NOW!

Urine and excrementious matter causes deterioration, but not in WHALE-BONE-ITE, which is urine and moisture proof.

IT STANDS THE GAFF LIKE A BOWLING BALL

MADE BY

**THE MORE IT IS USED
THE BETTER IT LOOKS**

Hinges are at rear, connected with concealed plate—no metal top or bottom—strong, rigid and fool-proof.

Sold by All
Leading Jobbers

THE BRUNSWICK-BALKE-COLLENDER CO.
623 D SO. WABASH AVE. CHICAGO

WASHINGTON CORRESPONDENCE

A. C. Monahan, formerly U. S. Bureau of Education

A Five-Year School Building Program for the District of Columbia has been proposed by Mr. Frank W. Ballou, Superintendent of Schools, and endorsed by the Board of Education. A bill covering this program has been introduced into Congress. Its purpose, as stated in Section 1 of the bill, is as follows:

"That it is the purpose of this Act, which shall hereafter be known as the 'Five-Year School Building Program Act,' to provide a sufficient number of school buildings to make it possible: to abandon all portables; to eliminate the use of rented buildings; to abandon the use of undesirable rooms; to reduce elementary school classes to a standard of not more than forty pupils per class; to provide a five-hour day of instruction for elementary school pupils, thereby eliminating part time classes; to abandon all school buildings recommended for immediate or early abandonment in 1908; to abandon other school buildings which have become unfit for further use since 1908; to provide a full day of instruction for high school pupils, thereby eliminating the 'double shift' program in the high schools; to provide for the annual increase in enrollment of pupils during said five-year period; and in general, to provide in the District of Columbia a program of schoolhouse construction which shall exemplify the best in schoolhouse planning, schoolhouse construction and educational accommodations."

Some of the facts in the Washington school building situation making necessary the adoption of a satisfactory building program are as follows:

From 1913 to 1924 the number of children enrolled in Washington elementary schools increased from 51,112 to 59,838. This is an average annual increase of 793 pupils per year. This increase has been quite evenly distributed over the ten years. It is fair to assume, therefore, that the annual increase in the future will be approximately 800 pupils in the year. This

means that twenty additional classrooms should be opened each year. The twenty additional classrooms per year, however, would take care of the future increase only. It in itself would not eliminate the present shortage. This present shortage is taken care of now by using portable schools, rented quarters, rooms undesirable because not designed for classes, over-size classes, and part-time classes. To eliminate this shortage, 230 additional rooms are needed now.

In addition to this shortage there are buildings in use which should be condemned. For instance two, with twelve rooms together, still in use, were recommended for immediate abandonment by a school survey in 1908. The same survey recommended the early abandonment of eight buildings, all still in use, with a total of ninety rooms. Since then, other surveys have agreed that ten additional buildings should be abandoned. These ten together have 46 rooms altogether. This means 148 classrooms in buildings no longer fit to be used.

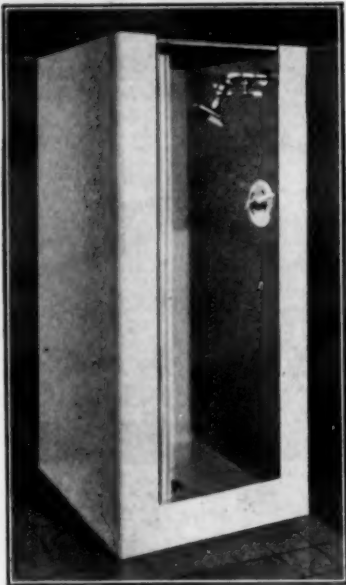
The number of portables now in use is 57. Twenty-four classes are in rented quarters, and thirty classes are in good buildings but are in rooms undesirable because not intended for class purposes. Forty classrooms are needed to reduce over-size classes from present numbers of pupils to approximately forty each. One hundred and twenty-three classrooms are needed so that children of the first and second grades may attend school a full day instead of a half session as at present, and six classrooms are needed for part time children in grades above the second.

All of the above shows that at the present time there is a shortage of 448 classrooms for

elementary school purposes. In addition, there is a need for shop facilities for boys, domestic art and domestic science facilities for girls, and physical training facilities for both. The Five-Year Building Program must provide these 448 classrooms, the special facilities just mentioned, and money for building purposes not only as required but money for the purchase of sites. New buildings may be erected to replace some of the present buildings, but because of the shifting of population most of the building activities will have to be upon land not now owned by the city.

All of the above has to do with elementary school needs. In addition, there are ever-pressing needs for high schools. The first junior high schools in Washington were established in 1919 when two were opened. Since then, five have been established and one more opened about the first of February, 1925. The budget before Congress contains appropriations for two additional. Washington now has six high schools for white pupils and the Dunbar high school for colored. All of these are filled to capacity and overflowing. A site has been purchased for the erection of a technical high school which would be a new home for the present McKinley school. The building now occupied by the McKinley school would become a junior high school for colored by transfer of the pupils from the present Shaw junior high school, which would then become a new business high school for colored, relieving the pressure on the present Dunbar high school. The principal appropriation, therefore, required in the Five-Year Building Program is money for the technical high school, a site for which has already been purchased, and appropriation for a new site and building for the present business high school for whites.

The normal capacity of the high school buildings of Washington, including the portion of the junior high school buildings used for the ninth grade, is 9,300 students. There are at present enrolled 12,271. In addition to making provisions for this excess number in the present schools, there is an annual increase to be cared for. An exact estimate of this increase is difficult to make. The enrollment, however, in the past five years has increased at the rate of nearly 700 pupils per year.



NIEDECKEN SHOWER STALL

Patented

A LEAK PROOF
FIXTURE

Complete With
NIEDECKEN
SHOWER
for
School
Installation

The Stall can be set in batteries of any number to suit requirements.

The walls of the stall are made of a continuous sheet of No. 10 gauge copper bearing steel which with the riser are welded to a dished bottom with waste outlet in center.

After installation is completed, the interior and exposed exterior of the stall should be finished with water proof enamel paint.

Write for Bulletin S B 15 X

HOFFMANN & BILLINGS MFG. CO.
MANUFACTURERS SINCE 1855.
MILWAUKEE, U. S. A.

WEBSTER SYSTEMS OF STEAM HEATING



26 Out of 80

The review of school building activity in 1924 appearing in the January issue of this Journal contained illustrations of 80 fine examples of modern school buildings.

Of these 26 were equipped with Webster Systems of Steam Heating.

We know of no better reason for choosing a Webster System of Steam Heating for your new school than the fact that this quality product of *one manufacturer* is used in *one-third of all these fine schools*.

The nearest Webster engineer is a good "starting point" for solving your heating problems—a post card to Camden will produce him.

WARREN WEBSTER & COMPANY
Established 1888

Camden, N. J. :: 46 U. S. Branches
Darling Bros., Ltd., Montreal, Canada

OVER 30,000 INSTALLATIONS SINCE 1888

A Model Attendance Statute

Another matter before Congress concerning the District of Columbia primarily, but of interest to school authorities elsewhere, is a new compulsory education law. It is a proposal for what may be regarded as a model law providing both for school attendance and a school census. It would remedy the two outstanding deficiencies of the present law, the lack of a provision for a regular school census and the lack of a system of reporting actual enrollment and attendance to a central single agency to prevent escaping attendance by dodging between public and private schools.

The proposed law would require every parent or other person responsible for a child's life and conduct to require any child between the ages of seven and sixteen years to be regularly instructed in a public school or in a private or a parochial school or instructed privately during the period of each year in which the public schools of the District of Columbia are in session. The instruction given, if given outside of the public schools, must be "deemed equivalent by the board of education to the instruction given in the public schools."

Certain exceptions to the general attendance are provided. Any child between 14 and 16 years of age who has completed satisfactorily the eighth-grade course of study prescribed for the public schools of the District, or a course deemed equivalent by the board of education, may be excused by the superintendent of schools from further attendance, provided he is regularly and lawfully employed. Children physically or mentally unable to profit by school attendance may also be excused, and others under special rules and regulations to be made by the board covering valid excuses for absence.

The measure creates for administrative purposes a division in the office of the superintendent of schools to be known as the department of school attendance and work permits. To this department, every principal or head teacher of every public, private or parochial school, or private teacher, must report the name and address of any child between the ages seven and sixteen enrolled in his school whenever such child has been absent from school two day sessions or four one-half day sessions or more in any school month together with the reason for such absence as far as known. The same school principals or heads must report also the name, ad-

dress, sex, age, and race of every child under 18 years of age residing permanently or temporarily in the District of Columbia who enrolls in or withdraws from his school. All schools, public, private, and parochial, as well as teachers giving instruction privately, must keep an accurate daily record of the attendance of all children of the compulsory years. These records shall at all times be open to the school attendance officers or other persons authorized to enforce the law who may inspect and copy them.

The director of the department of school attendance and work permits, under instruction of the superintendent of schools, is required to make a complete census annually of all children between the ages of three and 18 permanently or temporarily residing in the District of Columbia. The census required must give the full name, address, race, sex, and date and place of birth of every child, the schools attended by him, and if the child is not at school, the name and address of his employer, and the name, address, and occupation of the parents or guardians.

The bill provides for the punishment of parents or school authorities who violate its provisions, and it gives to the Juvenile Court of the District jurisdiction in all cases arising from the act.

ADMINISTRATION

—Standard tests have been introduced in the schools of Siskiyou County, California, under the direction of Mr. L. S. Newton, superintendent of the county schools.

A course in standard testing for teachers has been inaugurated with twenty per cent of the teachers enrolled. The course receives full credit at the Humboldt State Teachers' College at Arcata, and promises to be a great help in realizing the aims of the testing program.

—Superintendent William McAndrew of Chicago has recommended an increase in the class membership of 42 to 44. The change Mr. McAndrew holds will cause a saving of \$411,000, and is made in order to relieve the financial stringency which affects the school system.



SEVEN SETS OF TWINS IN NEW YORK PUBLIC SCHOOL.

New York—Public School No. 77, at 2nd Street and Seventh Avenue, Brooklyn, boasts of seven pair of twins on its roster. This is no new record for this school, however, because two years ago it boasted of ten sets of twins. The children range in age from six to twelve years of age.



CENTRAL HIGH SCHOOL AND ADMINISTRATION BUILDING,
TACOMA, WASH.

The distinguished educational institutions listed below are representative of the many which have found Hockaday the only wall covering that will prevent lime-burn, air checking and suction, cracking and peeling, thereby eliminating recurring troubles and repaint expense.

Leland Stanford University, Palo Alto, Cal.
Architects, Bakewell & Brown, San Francisco

Hempstead High School, Palisade, N. Y.
Architect, Ernst Sibley

St. John's Rectory and Parochial School,
Jersey City, N. J.
Architect John T. Rowland, Jr., Jersey City

High School, Croquet, Minn.
Architects, Croft & Boerner, Minneapolis

Joliet Township High School (Gym Ext'n),
Joliet, Ill.

Architects, D. H. Burnham & Co., Chicago

Richard J. Reynolds High School,
Winston-Salem, N. C.

Architect, Willard C. Northrup, Winston-Salem

Central School and Administration Bldg.,
Tacoma, Wash.

Architects, Heath, Gore & Bell, Tacoma

Write for our new big, beautifully illustrated
book—PAINT.

Shows you these buildings, scores of others,
and tells the Hockaday story.

THE HOCKADAY COMPANY

1823-1829 CARROLL AVE.

CHICAGO

HOCKADAY

THE WASHABLE PAINT FOR ALL INTERIORS



Model B Hoist as installed at Spring Lake Public
School, Spring Lake, N. J. E. A. Arend, Architect.

No Re-Handling Ashes at grade level

FROM boiler room floor direct to top of ash truck—that's the way ashes are removed with a G&G Overhead Crane Hoist. It saves labor because cans are only handled once—and it saves time for the same reason.

It is this economical advantage that recommends the G&G Overhead Crane Hoist wherever grade approach permits truck to drive alongside of hoistway.

For a considerable volume of ashes, an electrically operated Hoist (Model D) should be specified. When the volume of ashes to be removed is small, a manually operated Hoist (Model B) should be specified.

Do not overlook the **safety** features of these Hoists. Illustration shows how sidewalk opening is fully protected by G&G Doors and Spring Guard Gates.

May we send you our catalog?
Ask your architect. He is familiar with the labor saving and safety features of G&G Ash Removal Equipment.

GILLIS & GEOGHEGAN

551 West Broadway,

New York

The
G&G
REG. U.S. PAT. OFF.
Telescopic Hoist
with Automatic Gear Shifting Brake
Device and Silencer



PUBLIC SCHOOL * MAYWOOD, N. J. * ERNEST SIBLEY, ARCHT.

The Board of Education of Maywood, N. J., solved their ventilation and heating problems by installing the Peerless Unit System of Heating and Ventilating.

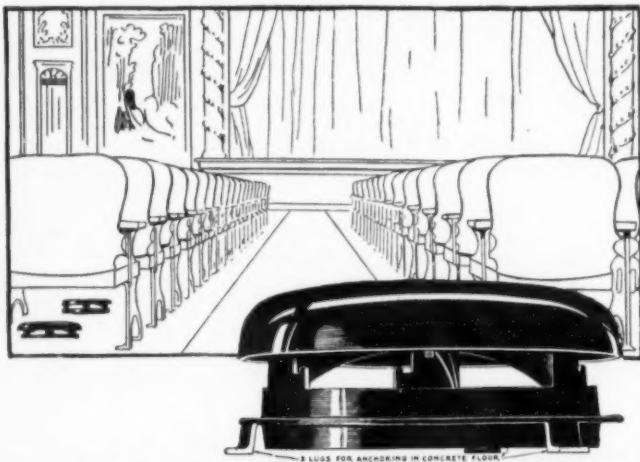
The Peerless Unit System is the most efficient system of heating and ventilating that has ever been designed. Building committees who adopt the Peerless Unit System are assured of maximum ventilation at minimum operating costs.

Economy in fuel consumption and labor are the outstanding features of school buildings equipped with the Peerless Unit System.

Install the best and you will have no regrets.

Our engineering force is at your service.

PEERLESS UNIT VENTILATION CO., Inc.
Skillman Avenue and Hulst Street
Long Island City, N. Y.



THE KNOWLES MUSHROOM VENTILATOR

is constantly specified by architects and engineers for school auditoriums, because of — their utter rigidity, their simplicity, ease of adjustment, their dependability, their smooth top and enamel surface, their cleanliness, ease of positive anchorage, and their constant efficiency.

There are no set screws to become loosened by jarring and no springs to become worn out or bent.

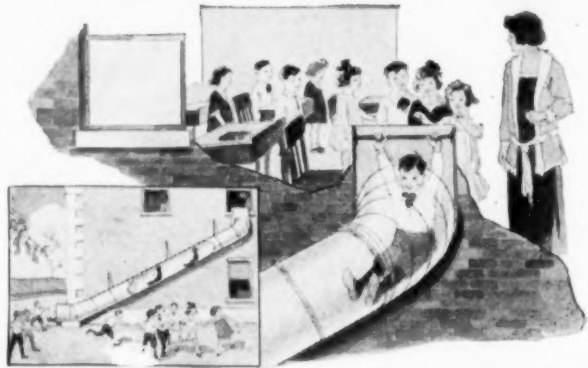
Send for Booklet

Knowles Mushroom Ventilator Co.
202-204 Franklin Street, New York

For Maximum Safety

THE POTTER TUBULAR FIRE ESCAPE

The Only Fire Escape That Is Entered Directly From the Classroom, Eliminating the Hazards of Outside Platforms.



For maximum safety, with minimum expense, equip your schools with Potter Tubular Fire Escapes. The cost of the Potter Tubular Fire Escape completely installed is considerably less than any other sliding type fire escape on the market.

Besides being neat appearing, Potter Tubular Fire Escapes are built of materials that will give many years of service. Smoke, water or flames will not interfere with their use.

We will gladly send you literature describing what FIRE PREVENTION EXPERTS consider the best fire escape known for safeguarding the lives of school children. There is no obligation on your part to make purchase.

*Hundreds of these escapes now in use.
Write for list of installations near you.*

POTTER MANUFACTURING CORP.

General Office

1862 Conway Bldg.,

Chicago, Ill.



Class Room Thermometers



No. 1582

WILDER is the choice of American School Boards as the reliable class-room thermometer. Every WILDER-marked thermometer is tested and guaranteed.

Such reliability is a safeguard for the public money and an inspiration in the class-room, where accuracy is one of the fundamentals.

*Order through your jobber
or direct.*

WILDER PIKE
THERMOMETER CO., TROY, N.Y.

"GLOBE" VENTILATED



FREMONT HIGH SCHOOL,
FREMONT, NEBRASKA.
A. H. Dyer, Architect.
Equipped with seven
54-inch "GLOBE" Ventilators.



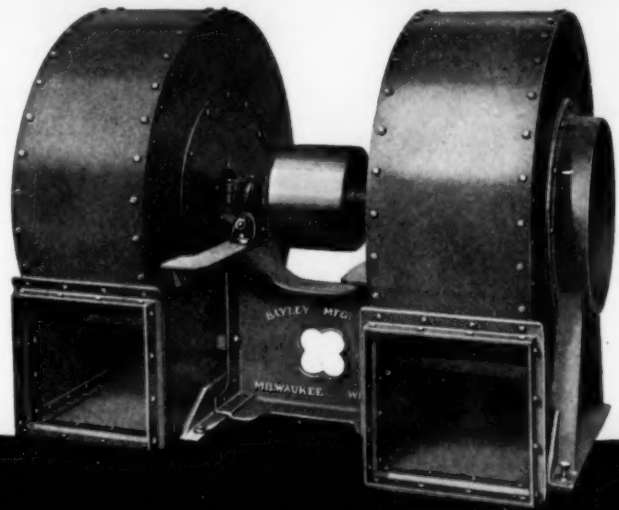
WE ARE PROUD

of the fact that the "GLOBE" ventilator is so widely used as an agent in promoting the physical and mental development of children.

Pure air is brain food and many children are judged backward and stupid when the fault lies in the heavy atmosphere of the school room.

The "GLOBE" ventilator is in successful service on a majority of the leading universities and is on many prominent school buildings in practically every state in the Union.

GLOBE VENTILATOR CO., Dept. J, TROY, N. Y.



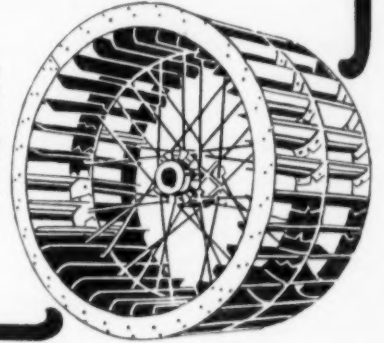
Economical Ventilation

is made possible only by equipment durably built and operating at low cost with high efficiency.

Bayley

Bayley Plexiform Fans, the "basis" of all Bayley systems, moves the greatest volume of air with lowest power and upkeep cost. Its design affords great strength with little weight, and in addition occupies little space. Built in various sizes, either single or double mounts, with outlets in any desired position; for engine, motor or line-shaft drive.

Write for Booklet.
BAYLEY MFG. CO.
Dept. M
MILWAUKEE, WIS.



THE COUNTY UNIT AND THE CITY SYSTEM

The city of Kingston, North Carolina, has been asked to determine whether to give up its charter and become a part of a single unit, namely, Lenoir County, or continue on independent lines. Superintendent K. R. Curtis of Kingston has made an effort to bring to his board of education the best thought and experience on the subject. He quotes a number of educational authorities.

The general education board has the following to say after a survey of the state of Delaware: "The general administration and supervision of the schools and the educational interests of each county, with the exception of the special school districts, hereinafter created and designated, shall be vested in a county board of education." The board of education of each special school district is hereby vested with all the powers necessary or proper for the administration and management of the free public schools within such special school district, subject to the limitations and restrictions provided in this Act." This report makes specific recommendations as to the minimum requirements that should be met by all special charter schools, thus showing that these are and should continue to be recognized as independent administrative units.

After a survey of Kentucky the general education board has the following to say about the standards that should be met by all cities operating independently of the county: "Each city should possess taxable property of not less than \$1,250,000. Each city school district should maintain satisfactory elementary schools and at least one first class high school, with a school term of not less than 180 school days or nine months." It is thus made clear that the general education board in its survey of Kentucky would not break down the city schools but would brace them up by setting forth standards that they should meet.

The general education board after making a survey of the state of Indiana recommends that each incorporated town remaining independent of the county school system should be required to have taxable property of not less than two million dollars and should operate its schools

180 days. It goes further and specifies some standards as to teachers, buildings and equipment. It is needless to say, therefore, that the General Education Board would recommend for Indiana special charter or city school systems.

Unified Code for Cities

The General Education Board states that: "The problem of better administration in the larger cities of North Carolina is not so much a question of better superintendents as it is a question of better organization and better working conditions. The superintendents of the larger cities are men of the highest personal qualities and professional spirit, although in a few instances they lack preparation and experience. Proper organization and working conditions can best be secured through repealing the thousand-and-one special city school laws, and enacting, instead, a single, unified code for all cities." In this connection I wish to call your attention to the fact that the state board of education in its reports recognizes Kinston as one of the 24 largest city school system in the state.

The general education board has the following to say about the county school administration of North Carolina: "Improvement in county administration of North Carolina: Improvement in county administration will necessarily be slow. Even if ample funds were at hand, properly trained county superintendents and supervisors are not now available from among the teachers of the state and it would be impracticable to import any considerable number from the outside. Properly qualified county superintendents and supervisors have to be educated, and this will take time."

In reference to the idea of special charter schools in North Carolina, the General Education Board is very specific in stating that there should be a unified code for city schools. In discussing this code the report states that cities working under this code should have more than thirty teachers, that all high school teachers should be of the highest grade, that no elementary teacher who falls below a C certificate should be employed and that the schools should run 180 days. In other words, the report simply calls for minimum requirements for city schools, leaving each community free to

exceed these requirements.

In order to go a little farther I wrote to Dr. Ellwood P. Cubberley, author of a number of books on school administration, and recognized as one of the two or three leading experts in his line. I quote his reply without comment: "I can see no educational reason why the cities of North Carolina should surrender their charters and become parts of the county school system. There may be local reasons which I do not know, but from an educational point of view, there is no great gain and there is a possibility of much loss, by combining the two administrations as at present organized. I see no reason for changing the form of organization as laid down in my School Code for the State of Osceola (my 'State and County Reorganization,' Macmillan Co.) There I provided for separate county-unit and city organization, for all educational purposes. When you come to the matter of taxation then they should be united to the extent that the county school tax should be levied on all property of the county, city and rural alike, and then divided between county school districts and city school districts in some equitable manner as provided for locally."

"The chief argument against unified educational control for all schools of the county, is that city and rural schools may be under one management. There are times and counties in which this might work well. In the four special charter counties of Georgia, I understand that this has been quite successful. In Baltimore, Maryland, it has also worked out well, though the city of Baltimore has been excluded from the organization. These though, are rather special cases. In the vast majority of cases our city school men are not trained or geared to manage county schools as well, and still less are our county superintendents as we now get them, either trained or geared to manage the city schools under the county-unit organization. While in counties having only small cities in them, it might at times work out well, to have a unified control, and there is some logical argument in favor of this, yet in practice it would be unwise in nine cases out of ten, and in many cases it would be disastrous for the city schools so included. You find my best thoughts on the

Use the Norton Liquid Door Closer with Hold-Open Arms and do away with door stop on bottom of door.



WHY Is The NORTON Closer With Hold-Open Arms the Best Suited for Schoolhouse Work?

1st. The doors are closed with a uniform speed, which gives the pupils a chance to go through a door without getting caught or injured.

2nd. Having two speeds, the speed at the latch can be set for

absolute quiet—no latch necessary.

3rd. The Hold-Open Device connected with the arm of the Door Closer is automatic, a child can operate it—just a push or pull on the door is all there is to do it. Does away with door stop, hook or strap to hold the door open.

Every school-room should have one.

Service:—We have expert service-men on call, free of charge.

Price:—The price is right. Send for a representative.

THE NORTON DOOR CLOSER CO.

2900-2918 N. Western Avenue,
Chicago, Illinois.

most desirable type of organization in the next to last chapter of my 'Public School Administration,' with which you are familiar. You will also find a description of the same type of supervision in my 'Rural Life and Education.'

The Element of Self Development

Dr. W. S. Deffenbaugh, chief of city school division of the bureau of education, Washington, D. C., says: "In reply I would say that I believe in the county unit plan for most states but there should be some means by which communities may develop as rapidly as possible. In my opinion there should be a general county tax for schools but each community should have the privilege of levying additional tax for the support of the schools as fast as the people decide. I think the Alabama plan is a fairly good one. There is a three mill State school tax and a four mill county tax. After the county tax has been levied, each school district may levy a three mill tax of its own. In Alabama all the cities of over two thousand population are independent of the county but they do contribute somewhat to the support of the county schools, that is, if the city district is wealthier than the county district, as they usually are."

In addition to the two above named authorities I have a letter from William George Bruce, editor of the School Board Journal, who says: "The county unit plan in school administration finds its best interpretation in effecting uniformity of tax support and administrative service for the rural districts. It does not contemplate the inclusion of the cities or larger centers of population because the problem here is so much different. The exigencies of urban life have always demanded separate and independent administration for the schools. Again, the very fact that the city school systems are separated from the rural schools in point of administration has given a better impetus and efficiency to both. Each has been left to deal with its own problems and to solve them in the interest of those concerned. The experience of the past teaches that city school systems must be kept free on the one hand from control by the local municipality and on the other hand from county control. The constituency of the

larger community that pays for the support of the schools must also have control of them. We know of no instance where this control over the larger is shared with the smaller unit."

Each Has Its Own Problems

In describing the administration of the schools under the county-unit plan a recognized authority says: "The county board of education is exactly analogous to a city board of education, and has substantially the same powers. The county board conducts the schools of the county just as the city board of education conducts the schools of the city."

Another authority has the following to say: "The city district is a special case because it has many problems peculiarly its own that are not common to rural or small village districts. Its size, population, complex interests, peculiar needs and problems and demands present a form of school district which should be given special powers. To these districts uniform standards and mass requirements cannot be applied if the best educational results are expected. The State should lay down minimum standards for these districts but large freedom should be given cities in exceeding state minimums. The district should not be limited in its choice of means or methods in placing at the feet of the people the service the particular district desires."

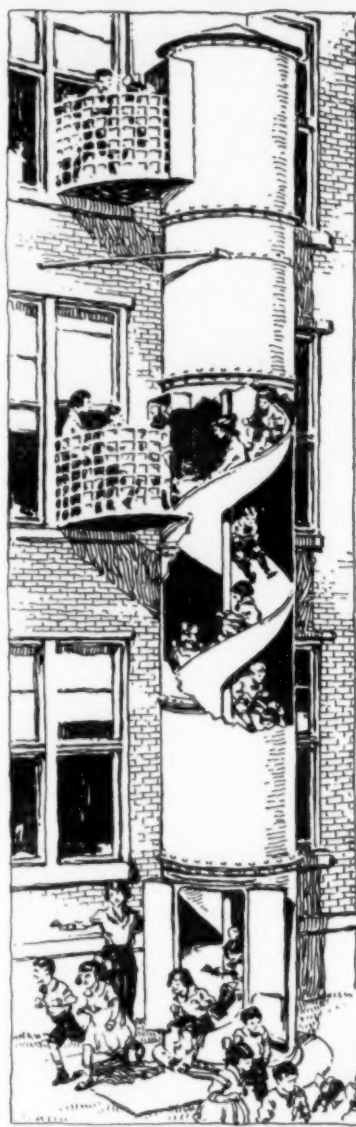
Another authority says: "The forms of organization, administration, supervision, equipment and in the extension of educational advantages, it has been the city school district which has been the pioneer. The problem now is to apply the best results to this administrative experience to the problems of organization and administration of public education in our counties and the state. Thus the problem seems to be one of organization and administration of the rural schools and not so much one of taking over the city schools. Most authorities contend that the county should be erected as the unit for school organization and administration, titles under city superintendents of schools being exempted from the county organization. If the rural schools are to render any worthy

community service their administration and supervision must be put on as high a professional plane as is city school administration and supervision. This demands a form of educational organization somewhat analogous to that developed as a result of fifty years of work on the problem of city school administration."

Another says: "As to how far a city district should be subject to state regulation it seems that no authority questions the wisdom of the state's naming the minimum in an effort to preserve and advance the general educational welfare, but in doing so it should allow all reasonable scope to the city school districts in all matters in which individual variation may be desirable."

William R. Hood of the United States Bureau of Education in a recent article on 'The County as a Source of School Support,' says: "The principal arguments for the county unit of school administration is that it operates to equalize educational opportunity. It is held that by means of this larger unit funds for each school according to its needs can be much better provided. Before this point is passed, it is only fair that this argument be examined more closely. Such an examination readily reveals that this is not so much an argument for centralized control as for a 'county unit' of taxation for school purposes. It holds that no community liveth unto itself in public education. But it does not assert the necessity or desirability of submerging all the powers of district school boards in the organization of the larger county boards. It merely declares the obligation of our larger civil divisions to participate in providing the means of education so that the best possible educational opportunities may be extended to the children of poorer districts as well as those of wealthy communities."

—Stanley & Scheible, Architects, announce removal of their offices from 1301 Wick Building to 1301-6 Realty Building, Youngstown, Ohio.

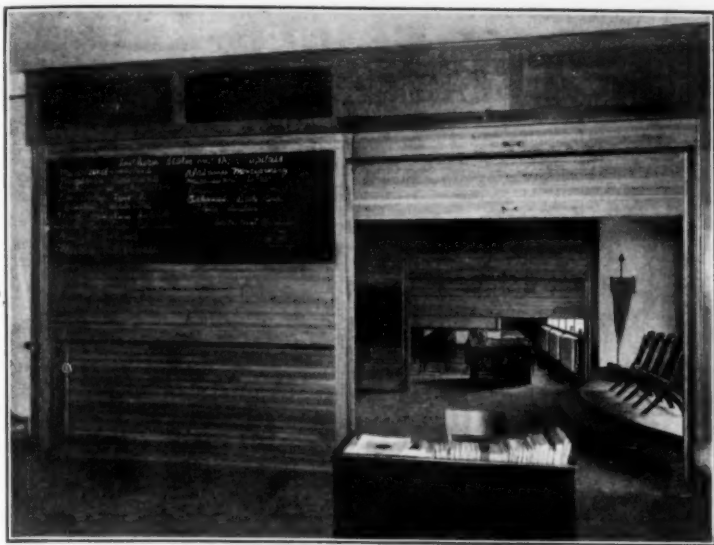


spiral slide FIRESCAPE

Dependable Dow Spiral Slide Firescapes forestall panics. The knowledge that they are there — a quick, sure means to safety — brings calm assurance and judgment when both are needed most. Equip YOUR school building with a Dow Spiral Slide Firescape before it is too late.

Write us today.

THE DOW CO.
300 NORTH BUCHANAN ST.
LOUISVILLE, KY.



Riverside High School, Wichita, Kansas Lorentz Schmidt, Architect

FLEXIBILITY

The installation shown above is a good illustration of the flexibility which may be had in a school plant by the use of ACME ROLLING PARTITIONS.

In this particular instance the center one of three rooms is used for study purposes. Recitations are held in the rooms on either side at the same time. When space is required for general assembly the partitions are rolled up out of the way and the posts removed—the entire operation taking but a few moments.

ACME VERTICAL PARTITIONS FOR LARGE OPENINGS

Send for Catalog "S."

ACME ROLLING WOOD PARTITIONS

Manufactured by
UNION BLIND & LADDER CO., INC.
3538 Peralta St. Oakland, California

FIRE ALARM

and
START
and
STOP
SIGNAL

INSTALLATION AT
JOHN STERLING
MORTON
HIGH SCHOOL,
CICERO, ILL.



Type A
FEDERAL ELECTRIC
SIREN

\$35.00 Complete
F.O.B. Chicago

equipped with Universal Motor, will operate on both A.C. and D.C. manufactured in any voltage, and will operate from lighting current or storage battery.

Mail coupon today for Type "A" Siren.
Price only \$35.00 complete, F. O. B. Chicago.
State voltage desired.

Mail Coupon Now

FEDERAL ELECTRIC COMPANY,
8700 So. State St., Chicago.

Send type "A" FEDERAL SIREN for.....volts and if not pleased with it I will return it prepaid for credit.

Name of School.....

Address.....

City.....

My Name.....

Position.....(ASBJ-2)

Everyone in school recognizes the peculiar penetrating tone of the FEDERAL ELECTRIC SIREN. It gets instant attention, it may be operated from any number of push button stations located at convenient places.

Such schools as the John Sterling Morton High School of Cicero, Illinois, Glencoe High School of Glencoe, Illinois, the State Normal School, Trenton, New Jersey, and many others have purchased FEDERAL SIRENS for protection of those in the building.

Electrically operated—the FEDERAL SIREN is always ready—easy to install—requires only an occasional oiling—no maintenance expense—economical—dependable. Instantaneous in action, no delay because of no steam or air,

Athey (Pat'd)

Cloth-Lined Metal Weatherstrip

3 times more efficient

Various scientific tests show that even ordinary metal weatherstrip shuts out about two-thirds of the air leakage around a window: *While Athey Cloth-Lined Metal Weatherstrip eliminates another two-thirds.*

Practically speaking the leakage of air or dust through Athey Cloth-Lined Metal Weatherstrip is nothing. *It is so infinitesimal that it shows only in laboratory tests.*

The secret of the greater efficiency of the Athey is the cloth to metal contact—a contact that "seals" the windows without making them hard to open or close. And the Athey is the *only cloth-lined metal weatherstrip made.*

That's why it is being used on many of the finest buildings of all kinds, all over the country.

The only weatherstrip that can be successfully applied to metal sash.

Even when the metal sash is not absolutely true, the cloth and spring bronze contact is sufficiently resilient so that perfect results are obtained.

Athey Products



Perennial Window Shades, Cloth-Lined Metal Weatherstrips, Athey Disappearing Partitions, Athey Skylight Shades

Write for complete information and prices

Athey Company

6023 West 65th Street • Chicago, Illinois



A Fence that is Right for its Purpose

School buildings of modern architectural excellence are matched by the pleasing dignity of an Afco Wrought Iron Fence and Entrance Gates. But for practical protection of side and rear lines there is need for the standard Afco Chain-link School Fence. Strong, durable and good looking—but not necessarily costly.

There is an Afco district representative near you. May we have him call to discuss your fence requirements?

Ask for Catalog 24 D.

AMERICAN FENCE CONSTRUCTION COMPANY
130 West 34th Street, New York City

Afco School Fences

EXCLUSIVE GYMNASIUM OUTFITTERS

APPARATUS ARRANGEMENT PLANS AND
SUGGESTIONS SUBMITTED GRATIS



**CHICAGO
GYMNASIUM EQUIPMENT
COMPANY**

1835 W. LAKE ST.,

CHICAGO

ask for catalog

"That Vacant Lot—

A Pleasure Spot"



The Ultra-Fine Equipment

A comparison of Paradise Playground Equipment with similar Equipment usually results in its selection.

Why?

Because, in the comparison, this line is found to be without an equal in design, quality or price.

If the greatest degree of pleasure, physical development and safety were expressed in three words they would be "Paradise Playground Equipment."

The new "Paradise" Catalog is a veritable mine of information on playground equipment. You will want a copy. You will also want a copy of "Paradise Playgrounds—How to Plan Them," which will be off the press soon.

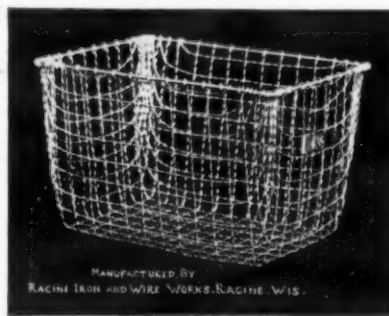


**THE
F. B. ZIEG
MFG. CO.**

160 Mt. Vernon Ave.
FREDERICKTOWN
OHIO

RACINE PRODUCTS FOR SCHOOLS

**GYMNASIUM BASKETS
and
HAND FIRE EXTINGUISHERS**



MANUFACTURED BY
RACINE IRON AND WIRE WORKS, RACINE, WIS.

**FIRE EXTINGUISHER
2½ GALLON SODA AND
ACID EXTINGUISHER**

Needed in every school building as a fire prevention.

Both items
manufactured by

**RACINE IRON & WIRE WORKS
RACINE, WISCONSIN**



GYM BASKET

Strongly made.
Heavily coated
with non-rusting
material.

Bradley Washfountains

REQUIRE BUT A
MINIMUM OF
JANITOR SERVICE
PROMOTE BOTH
CLEANLINESS AND
SANITATION



Hughes High School
Cincinnati, O.

Bradley Washfountains represent a great advance in modern washroom equipment. They promote both cleanliness and sanitation, are self cleaning and require but a minimum of janitor service.

And Bradley Washfountains are most economical. Their use reduces the number of fixtures required. They save floor space, use less water, and permit the use of fresh tempered water at all times.

For use in Schools, Colleges and Universities and in every type of public lavatories, there is no fixture equal to the Bradley Washfountain in utility, durability and beauty and in economy of operation and maintenance. "The first cost is the last cost."

Write for catalog.

BRADLEY WASHFOUNTAIN CO.

Milwaukee

Wisconsin

A FEW RECENT INSTALLATIONS

Crane Technical High School, Tilden High School, Schurz High School, Austin High School, Morgan Park School, Chicago, Ill.	Marquette University, Shorewood Grade School, Continuation School, Milwaukee, Wis.	High School, Green Bay, Wis.
Garvey School, Los Angeles, Calif.	Fortuna Grade School, Fortuna, Calif.	High School, Stevens Point, Wis.
Theodore Junior and Senior High School, Amsterdam, N. Y.	Washington Ave. High School, Canton, Ohio	High School, Janesville, Wis.
		Woodland Union High School, Woodland, Calif.



PATENTED
ANTI-FREEZING

MURDOCK OUTDOOR BUBBLE FONT

In the last analysis the vital point in a drinking fountain is dependable water service. Bronze, brass and iron are used in the making of Murdock Bubble Fonts because of the superior ability of these metals to withstand exposure and abuse. The only drinking fountain that will not freeze and burst.

LASTS A LIFETIME

For
SCHOOL YARDS — PLAYGROUNDS

Write for Booklet "What An
Outdoor Drinking Foun-
tain Should Be"

Also Indoor Drinking Fountains and the Murdock
Patent Bubbler Head for School Buildings.

The MURDOCK MFG. & SUPPLY COMPANY
427 Plum Street, Cincinnati, Ohio

MAKERS OF OUTDOOR WATER DEVICES SINCE 1853

THE EQUAL PAY QUESTION IN NEW YORK.

(Continued from Page 43)

universal application of the theory of equal pay. The effect of sowing tares among the wheat is not immediately apparent. Wait until the harvest."

The Law Goes into Operation

In discussing the subject with the Little Falls board of education, Superintendent Hervey says:

"The recent amendment to the education law eliminating all reference to sex in salary schedules, should receive the most careful consideration, inasmuch as it requires a radical modification of our present salary schedule.

"As an aid to the study of this question, the following considerations are offered:

"1. Definite action by the board should not be longer delayed, for the following reasons:

"(a) The law itself requires boards of education to file new salary schedules not later than September 1st, 1924.

"(b) In justice to those in our service whose salaries for the ensuing year may be adversely affected by a change in the existing salary schedule, a definite decision should be reached at the earliest possible moment.

"2. Though the new law became operative September 1st, 1924, the department has ruled that no change in salaries for the current year would be necessary, provided that contracts for such salaries were entered into, as was the case with us, prior to the date when the law became operative.

"3. It is difficult to discuss a question of this kind, involving as it does the personal element, without being misunderstood. The fact that so many unwise and unkind things have been said on this subject adds to the difficulty.

"4. Every normal and wholesome social group demands the presence of both the masculine and the feminine element. Neither element can reach its full perfection without the help of the other. Each has its own unique and indispensable contribution to make. The one element can never make this unique and indispensable contribution in place of the other. The attempt to do so is as futile as it is ridiculous. The masculine woman and the feminine man are equally abhorrent to normal minds. In view of the essential and inescapable mutuality of all relations of the sexes, the attempt, or even the

desire, to stir up sex antagonism is presumptive evidence of sex abnormality.

Involves a Fundamental Fallacy

"5. To talk of the 'same work' or of 'equal work,' therefore, involves a fundamental fallacy, since it ignores the fact that the work of each is supremely valuable not because it is the same, but because it is different. By reason of this difference, the work of each supplements, reinforces, enriches and perfects that of the other.

"6. The need of both elements is as great in the school as it is in the home or in any other sphere of human activity. The permanent elimination of either influence always has resulted, and can but result, in some form of abnormality.

"7. The fact that in the school, men, as a rule, commanded higher salaries than women has been due not to the belief that men teachers are more valuable than women teachers, a thing entirely contrary to fact, but rather to the operation of economic laws over which the school has had no control.

"8. Among the factors contributing to the higher pay of men teachers the following may be named:

"(a) As society is now organized, men are considered responsible, either actually or potentially, for the establishment and maintenance of a home. This burden is thrown upon the man in order that the mother shall be free from the necessity of wage-earning outside the home, so that she may devote all her time and strength to the supreme task of homemaking, with all that that rightfully and normally implies. A mother who is true to these obligations performs a unique and indispensable service to her home, her husband, her children, the community and the state. It is a service that she cannot delegate to others, and would not if she could. It is a service equal in dignity, in importance and in money value to that performed by her husband, or by any other man in any position, no matter how exalted that position may be.

"(b) In view of the fact that as society is now organized it has fallen to the lot of man to furnish the woman the raw materials of homemaking, the man has been paid not an individual wage, but a family wage. The fact that individual cases may be cited where men have not been true to their responsibilities does not invalidate the general rule. An economic system is based, and of necessity must be based,

upon the usual, the normal, not upon the exceptional. If the time should ever come when this would cease to be the general rule, society would then be organized on a different basis, our economic system would be changed to meet the new conditions, and the home, as we know it, would disappear.

"Is it conceivable that society as a whole would be improved by shifting to the shoulders of women, who must in the nature of things still bear all their own burdens, a share of the burdens now borne by normal man? Certainly the instances where this state of affairs now exists are not reassuring. Whatever else such an outcome might be called it could hardly be called sex equality.

"Women without family responsibilities are not the only ones concerned in this question of so-called equal pay. The vast majority of home-making women, now generally inarticulate, have far more at stake than most of them now realize.

"The plan, now seriously proposed, of paying a family wage to all, regardless of sex, who have family responsibilities, the wage to be graduated in proportion to such responsibilities, would obviate, without disturbing our entire economic system, most of the cases of individual injustice which now exist. This plan is worthy of serious consideration.

Men Command Higher Financial Rewards

"(c) Furthermore, the higher financial rewards offered to men in business and in private school work, and the relatively small number of men who enter the teaching profession, have had a tendency to raise the salaries of men in public school work.

"(d) Since, as a rule, men to a far greater extent than women enter the teaching profession as a serious life work, the turnover among men teachers is far less than that among women teachers. This also has had a tendency to place the salaries of men at a higher level.

"9. Under the present law, if men are to be retained in school work, the salaries of all women teachers, at least in competing positions, must be raised to the present level of the salaries for men. This was undoubtedly the intent of the law, as it is not conceivable that the legislature intended that men's salaries should be lowered. If, however, the salaries of men should be lowered to the present level of



You Receive Full Value When You Buy

FLAGS

MADE OF

STERLING

All Wool Double Warp
Bunting

and

DEFIANCE

Two Ply Cotton
Bunting

THE FLAGS THAT GIVE SERVICE

Sold by dealers everywhere

Manufactured only by

ANNIN & CO.

99-101 Fulton Street
NEW YORK, N. Y.

Largest Flag House in the World

FEDERAL, STATE and MUNICIPAL GOVERNMENTS use more flags made of STERLING and DEFIANCE buntings than all other brands combined.

women, it will surely result in the elimination of all competent men, at least in competing positions.

"10. If the salaries of high school women are raised to the level for men, in all fairness the salaries of grade teachers should be raised correspondingly, so that the same differential that now exists should be maintained.

"11. In some cities it seems to be the tendency to make the work of men 'unequal,' in name at least, so as to justify making their salaries unequal. This can be done with difficulty and will surely be regarded as an unworthy attempt to evade the law. It will lead to endless friction and misunderstanding.

"While the board is in no way responsible for the passing of the law, it is under the most solemn obligation to obey this law and all law, both in letter and in spirit. If the people approve of the law, they will insist upon its enforcement. If they disapprove, they will insist upon its repeal. In any event, the responsibility for the law rests with the people, not with the board of education.

"12. There are, then, but two courses open to the board, either to raise the salaries of women teachers to the level for men or to lower the salaries of men to the level for women.

"To take the first alternative would raise materially the school budget for salaries. To take the second alternative would, for the reasons already stated, result in irreparable loss and damage to the entire school system, loss and damage which should be avoided if possible. The conclusions stated above are the result of long and painstaking study and are offered with the hope that they may aid in the solution of an exceedingly difficult problem."

PLAN FOR FILING DATA ON SCHOOL ARCHITECTURE.

(Continued from Page 64)

-24 w Wood Working.
.62-25 Library.
-25 a Alcoves.
-25 c Committee.
-25 e Exhibition.
-25 l Librarian.
-25 r Reading.
-25 s Stack.
.62-26 Social Activities.
-26 a Auditoriums.

-26 ag Art Gallery.
-26 b Billiards.
-26 bo Bowling.
-26 c Community.
-26 g Gymnasiums. (Boys & Girls).
-26 md Military Drill.
-26 op Organized Play.
-26 sp Swimming Pools.
.62-27 Agriculture.
-27 a Arena.
-27 e Experimental Plant.
-27 i Instructor.
-27 la Laboratory.
-27 le Lecture.
-27 li Library.
-27 m Museum.
.62-28 Household Arts Activities.
-28 c Cooking.
-28 ds Domestic Science.
-28 hm Home Making.
-28 ma Mothers' Aid.
-28 r Restaurant or Lunch.
-28 s Study or Lunch.
371.62-3 Accessories. (Not over 1%)
.62-31 Girls' and Boys' Lunch.
.62-32 Storage.
.62-33 Closets.
.62-34 Play.
-34 b Boys' Play.
-34 g Girls' Play.
.62-35 Lockers.
-35 b Boys' Lockers.
-35 g Girls' Lockers.
.62-36 Showers.
-36 b Boys' Showers.
-36 g Girls' Showers.
371.62-4 Stairs and Corridors. (Not over 20%)
.62-41 Corridor.
.62-42 Art Corridor.
.62-43 Passageways.
.63-44 Hallways.
.63-45 Vestibules.
.62-46 Loggias.
.62-47 General Stairs.
.62-48 Fire Escape Stairs.
.62-49 Elevators.
371.62-5 Vertical Flues, Ducts. (Not over 3%)
.62-51 Fresh Air.
.62-52 Recirculating Duct.

.62-53 Vent Flues.
.62-54 Dust Chutes.
.62-55 Chimneys.
.62-56 Smoke Flues.
.62-57 Air Inlet.
371.62-6 Construction. (Not over 10%)
.62-61 Interior Partitions.
.62-62 Outside Walls.

*Dash Numbers indicate extension of Dewey Classification used in the office of Frank Irving Cooper.

ROOSEVELT JUNIOR HIGH SCHOOL, (Concluded from Page 62)

is written in the hope of eliciting ideas from others and of leading them, if they so desire, to challenge any of the statements herein presented.

The sewing room is located adjacent to the cookery and is provided with separate store room. There are two general shops located on the first floor with separate store rooms for each shop and a shop locker and wash room. The mechanical drawing room is adjacent to the shops.

Two general science laboratories are located on the second floor and each laboratory is provided with a store room. The art room is situated on the second floor and has the special advantage of the east light. The bookkeeping room is located on the second floor off the main corridor.

The heating and ventilating plant is located below the first floor level at the center and rear of building. The method employed consists of supplying all wall and glass losses by means of direct radiation in conjunction with a fan system arranged to supply air to each room in the building, and a system of vent flues for the removal of the vitiated air from the building.

The building is equipped with a vacuum cleaner system.

The student capacity of the building is 1,100 based upon the combined capacity of the in-

(Concluded on Page 152)

NARRAGANSETT

Standard Equipment

GYMNASIUM - PLAYGROUND - STEEL LOCKERS

**NARRAGANSETT MACHINE CO.**

CHICAGO

PROVIDENCE, R. I.

NEW YORK

1504 Monadnock Block Established 1882 52 Vanderbilt Ave.

THIRTY-FOUR VICTIMS OF FIRE IDENTIFIED

Lost Their Lives During a Christmas Eve Entertainment.

By Associated Press to The Times
Hobart, Okla., Dec. 26—With all of the thirty-four victims of the fire which destroyed the school house during a Christmas eve entertainment identified, the people of the Babb's Switch settlement today set about the sad work of interment. The list

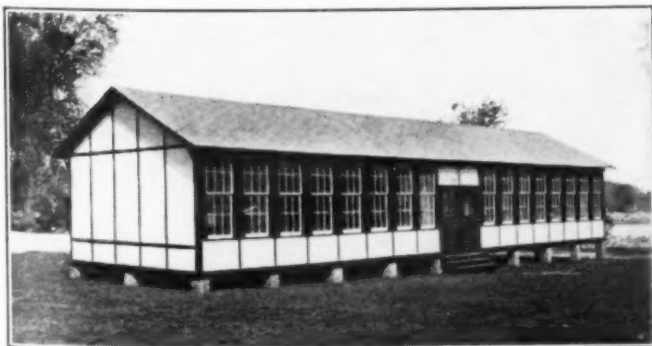
This could not have occurred in an

**AMBLER
ASBESTOS
SECTIONAL
SCHOOL BUILDING**

For prices write—

**Asbestos Buildings
Company**

2013 Market Street
Philadelphia,
Penna.



ASBESTOS CANNOT BURN

How Do You Buy Your Window Shades?

You use rare discrimination in selecting the furniture, plumbing, heating equipment and other supplies which you buy from time to time.

Can you say the same for your selection of window shade materials? Yet these represent a large upkeep and original cost which is entirely wasted unless care is taken in their selection.

DuPont TONTINE Washable Window Shade material is waterproof in every respect. Accidental wetting cannot harm it. Moisture or escaping steam will not cause it to belly or sag. Shades made from it can be taken from the windows and scrubbed clean with soap, water and a brush.

TONTINE is strong and beautiful. It is made in a wide range of colors so that it fits into every decorative scheme. It is now specified and used by the School Boards of New York, Philadelphia, Washington and other large cities.

Ask for bids for your requirements on the basis of TONTINE. We will gladly send you samples for testing and the names of the nearest dealers.

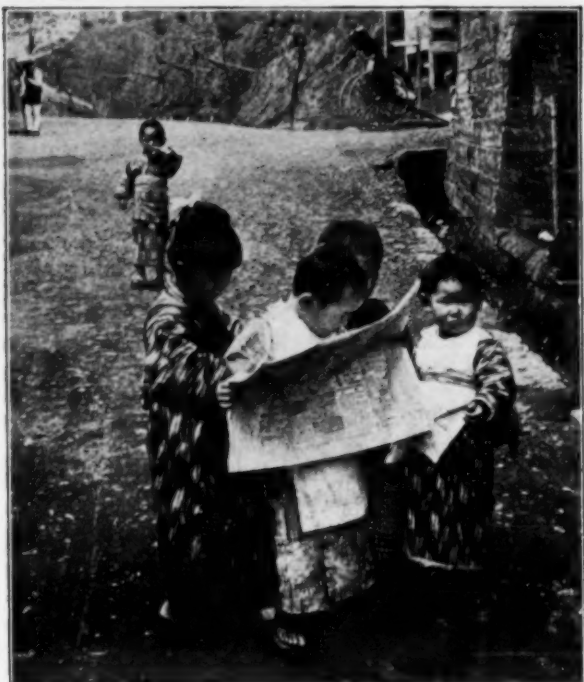
**DUPONT
TONTINE**

ORDINATOR COMPANY, INC.

Sole Distributors

233 E. 41st Street

New York City



© K. V. Co.

JAPANESE SCHOOL CHILDREN

The New Keystone Primary Set—300 stereographs and 300 lantern slides—is full of meanings and experiences. Arranged for teaching reading in the first three grades. Accompanied by index and hand book of instructions.

Other sets for intermediate grades, Junior and Senior High School, are also available.

KEYSTONE VIEW COMPANY, Inc.
MEADVILLE, PENNSYLVANIA.

"The Ability to get thought from the printed page cannot be developed by drill isolated from meaning."

"The Child's interest must keep his eyes at work."

"Pictures Supplement, and in some ways are superior to experience."

Scenery

Asbestos curtains,
Velour curtains

and

Stage scenery for your Auditorium stage. Special, Historic, Scenic or Architectural paintings for front drop curtains.

Twenty years of experience in equipping High Schools has placed us in a position to know the particular requirements for your stage.

Write us for further information or request call from our representative.

Twin City Scenic Company

2819 Nicollet Avenue
Minneapolis, Minnesota

Eastern Office:
701 Barlum Building
Detroit, Michigan



SPENCER MICROSCOPE No. 64

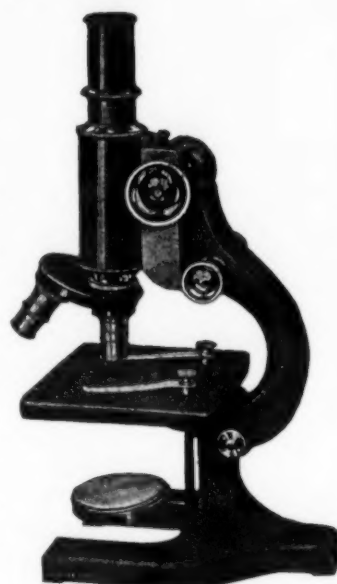


with side-fine adjustment,
lever type, is

**An Ideal Instrument
For High School Use.**

Among its many advantageous features are these:

- I. Objective lenses mounted directly into the metal mount, avoiding the use of Canada Balsam to hold them.
- II. Fine adjustment so constructed as to avoid breakage of cover glass when focused down upon it.
- III. A fool-proof fine adjustment, with 34 threads of the screw always engaged instead of but one, as in others.



CATALOG SENT
ON REQUEST.

MICROSCOPE No. 64 B
with 10X eyepiece, 16mm/m and
4 m/m objective, double nose-
piece, iris diaphragm. Complete
in cabinet, \$73.00. Discount to
Schools.



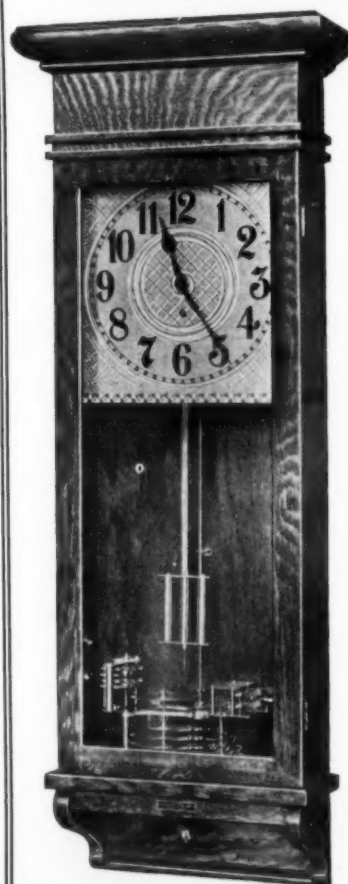
SPENCER LENS CO.

MANUFACTURERS
MICROSCOPES, MICROTOMES, DELIN-
EASCOPIES, SCIENTIFIC APPARATUS.
BUFFALO, N. Y.



FOR SCHOOLS, COLLEGES AND UNIVERSITIES

THE HANSEN AUTOMATIC PROGRAM SYSTEM



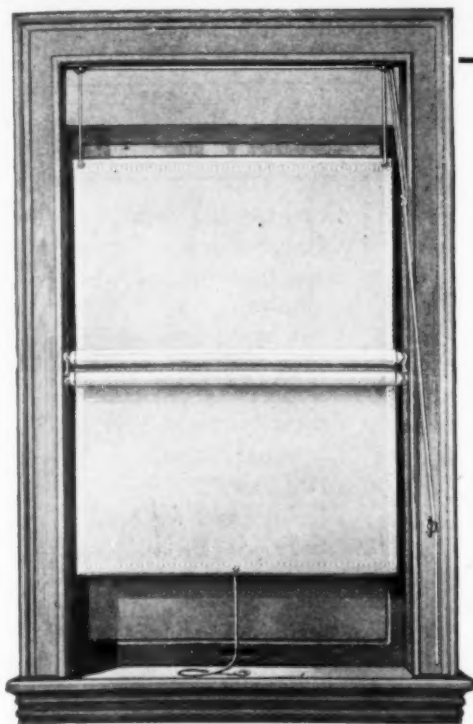
Every school needs a Hansen System. When and wherever a program system is mentioned, the person in charge knows that the Hansen Program System, for schools, colleges and industrial systems, is the ideal by which all others must be compared.

Our steady growth in business and constant improvement in our clocks give evidence that our systems are absolutely reliable.

Write for our catalog which contains much useful information regarding program systems.

Write for Catalog

HANSEN MFG. CO.
PRINCETON,
INDIANA



MAXWELL'S WINDOW SHADES Are DEPENDABLE Shades

Window Shades of Every Description Made to Order

The AIRANLITE Double Roll Shade

MOUNTED ON PATENTED BRACKETS

IS THE PERFECT SCHOOL SHADE.

It gives a correct and scientific diffusion of light and permits window ventilation.

It is easy to adjust and cannot get out of order—is strong and durable—good looking and well made.

AIRANLITE Double Roll Shades can be made of any standard shade cloth or of canvas.

For school shades our special woven tan colored canvas is recommended.

The Patented Adjustable Light Stop does away with streaks of light between rollers and the patented brackets hold shades in perfect alignment, giving the appearance on the outside, of being one continuous shade.



For Long and Satisfactory Service Use AIRANLITE DOUBLE ROLL SHADES

(Name is Copyrighted, U. S. Patent Office)

They Increase the Efficiency and Improve the Health of Teachers and Pupils.

Write for Prices and Catalog.

S. A. MAXWELL & CO., Inc.

ESTABLISHED 1851

NEW YORK

PITTSBURGH

CHICAGO

KANSAS CITY

CHICAGO ADDRESS—3636 IRON ST.

CAUTION!

Users of double roll shades are cautioned against infringements and imitations, as the AIRANLITE Patented Double Roll Shade is fully protected by U. S. Patents.

Be sure you get AIRANLITE Double Roll Shades mounted on AIRANLITE Patented Brackets.

THE PREVENTION OF DELINQUENCY.

(Continued from Page 48)

nated by principles that are beautiful and noble and good. Yet this is no easy task. The very derivation of the word "character" tells us it is something *cut in*, something *grooved in*. Character is no veneer or polish; it is grooved into our very nature, and grooving takes a *long* time.

Be we determinists or advocates of the traditional position of freewill, be we psychoanalysts or layfolk in the matters of psychology, we all are intimately convinced of the enduring effects of ideas imbibed in childhood and of experiences absorbed during that plastic period when character is taking its set. All during this period, the apperceptive basis is being laid down in the child's mind and it is into this background that the controlled and uncontrolled experiences of later life are to be assimilated. Will you prevent delinquency? Then so lay down that apperceptive basis in the child's mind that all that is beautiful and true and good will entice; all that is ugly and false and bad will repel.

Social Message

Looked at from the point of view of the social worker as of the psychologist and ethicist, delinquency is scarcely ever an isolated act; it is nearly always an expression of a set of habits. It involves the whole being and attitude toward life. It can be understood only in the light of all that has gone before. Its causes lie beneath the surface. Criminal or vicious behavior usually has its beginning in childhood or adolescence. The genesis of delinquency, as of virtuous action, is largely due to the emotional responses of little children to the human relationships that surround them—the church, the home, the school, yes, and the social agencies and the community itself.

The social message on delinquency is, therefore, that a clear spiritual call must summon

the church, the home, and the school—that great trinity upon which the hopes of civilization rest—cooperating with the psychologist and the social agency, to fulfill more effectually their high mission in building character, in instilling lofty ideals and in giving to youth nobler purpose and greater strength and zeal for more useful and more unselfish lives.

Necessity of Reverence

Just recently in Washington, the President of the United States addressed one hundred thousand men from all over the country. The keynote of his speech was taken from the purpose of the society to which the men he was addressing belonged and this keynote was "The Necessity of Reverence."

The President said: "The importance of the lesson which this society was formed to teach would be hard to overestimate. Its main purpose is to impress upon the people the necessity for reverence. This is the beginning of a proper conception of ourselves, of our relationship to each other, and our relationship to our Creator. Human nature cannot develop very far without it. The mind does not unfold, the creative faculty does not mature, the spirit does not expand save under the influence of reverence. It is the chief motive of obedience. It is only by a correct attitude of mind begun early in youth and carried through to maturity to be secured. It is along the path of reverence and obedience that the race has reached the goal of freedom, of self-government, of a higher morality, and a more abundant spiritual life."

The highest executive of this great country is right. Strip life and life's multiple activities of reverence and it becomes a sordid thing. We deplore the crime-waves, the immorality, and worse still the un-morality of some of our younger folks of today. But what can we expect, when men and women who hold the rank

of teachers have torn from life all its sacredness and read it wholly in terms of chemistry or animal activity. Can we find aught but delinquency when professors high in standing in our great universities tell their pupils that they can do anything they like and need never feel any sorrow for it? Where is there delinquency if there is nothing in which one can be delinquent?

Communal Responsibility

Not only must the home hold to its sacred traditions, not only must the school be the purveyor of sound doctrine and ennobling ambitions, but the community at large in its manner of thought, in its expression of ideals, and in its actions must hold out proper examples of civic virtue and proper incentives thereto. The very fact that our congested living conditions have largely stolen away the sweet atmosphere of the home that we were privileged to enjoy as children, makes it all the more imperative that we keep strong and virile and clean our civic consciousness. Much of our day is passed outside our homes and it is from this great outside world of the community that we absorb those experiences that silently but surely affect our habits of thought and thereby our habits of conduct. If this community atmosphere be healthy and health-giving, then our young folk will grow up strong in the principles of right living, and actually active in right living. But if the atmosphere be tainted with what degrades life, if the unworthy things of life are allowed to be depicted in word and picture and on the screen and stage, can we logically expect that our youth will be other than tainted by that atmosphere?

It is to the home, then, the church, the schools, and the larger agencies of social control that we must look for a return to that formation of character that will look on life

L

Library in the new
Deering High School
Portland, Maine.
Poore and Thomas
Architects.



L. B. Unit book-
shelving, charging
desk, tables and
chairs in the libra-
ry of the new Deer-
ing High School,
Portland, Maine.

Selected because of proven value

For over 15 years L.B. Library furniture has been in constant use in the old Deering High School, Portland, Me., and for over 8 years in the Portland High School.

That these two installations have been eminently satisfactory is evidenced by the exclusive selection of L.B. Library furniture for the new Deering High School.

More and more school librarians are learning that only L.B. Standard school library furniture has the durability, artistic design and practicality which insure a satisfactory and lasting investment.

Write to our nearest branch listed below for details. A consultation with one of our library specialists will prove valuable to you. It incurs no obligation on your part.

Library Furniture
and Supplies

Library Bureau

Steel bookstack
Museum cases

Boston
89 Federal Street

Chicago
214 West Monroe Street

New York
380 Broadway

Los Angeles
McKee & Wentworth
759 S. Los Angeles Street

San Francisco
McKee & Wentworth
39 Second Street

Salesrooms in leading cities in the United States, Great Britain and France

Standard L. B. school library
equipment in quartered oak

Card catalog cases
Charging desks
Reading tables and
chairs
Unit wood book-shelv-
ing, wall and double-
faced;
Periodical racks
Dictionary stands
Atlas cases
Display cases for books
Glass door book-cases
Vertical units for pam-
phlets, clippings and
picture files
Book trucks
Exhibition cases
Bulletin Boards
Lantern slide cases

School library supplies

Administrative school rec-
ords and files for superin-
tendents, principals, depart-
ment heads, secretaries, etc.

Write for catalogs and
information

reverently, as a trust to be guarded sacredly and not to be bartered away cheaply for the baubles that catch the will-o'-the-wisp will of untrained youth. Here is the task then—to build up character on the bedrock of reverence. Then we shall have prevented delinquency.

THE PUBLIC SCHOOL JANITORIAL ENGINEERING SERVICE.

(Concluded from Page 54)

school property in which the taxpayers' money has been invested.

The trouble with our rule and regulation makers is that they have set up a target to shoot at, but have never paid any attention to the shooting nor the scoring match. They neither know anything about the range, the ordinance to use, how to use it, nor the ammunition to use.

The target is exemplified in the standard of precision to be attained in the performance of the work. The range is the schoolhouse and the extent of the work to be done. The ordinance is the tools which are used. And the ammunition is the materials which are applied.

Many times I have visited schools and have heard the janitor brag about the cleanliness and fine appearance of his building. Just to test the situation I have applied a little cleaning solution to the floors, when, lo and behold, a bright, clean spot has appeared amid the surrounding blackness as conspicuous as a spot on a leopard. I have run my hand along the top of the blackboard moulding and upon removing it have found my fingers black as ink from the accumulated dust and dirt. I have sat at a classroom desk and have found the top writing surface grimy with hardened grease left by the soiled, perspiring hands and arms of the pupils. This dirt is not easily removed. A dry dust cloth won't touch it. Only a radical cleaning will cut it off. Then I have felt and looked at the under surface of the desks and have found

them dirty and stuck-up with wads of chewing gum. Then we took off a register from in front of a ventilation duct and there we found dirt an inch deep, two dead mice, a dead bird, and a quantity of paper, orange peels, etc. By the time we had gotten this far with the inspection I was in the presence of a very much humiliated janitor who had learned a good lesson in house-keeping, but who really was not to be blamed personally for the existing conditions as he had never been properly taught how to do his work nor the standards to be attained.

Now do not get the impression that a set of good rules and regulations are not needed. They are not only needed, but are indispensable. But rules and regulations of themselves will not perform the housekeeping and engineering work in a schoolhouse.

The outstanding reason why schoolhouses are not properly janitored and engineered is because the men employed as janitors and engineers have not been properly instructed how to do the work which they are expected to do. Get them out on the range (the schoolhouse) and show them what work must be done. Then carefully instruct them under intelligent supervision how to use the tools (ordinance) and the materials (ammunition). And then show them, by actual demonstration, the way the work should be done and the quality of the work to be attained (target). When you have done this you have started your janitors and engineers on the road to intelligent performance and high class service. And if you do not know enough to do this instructing yourself, or if you haven't a foreman who can, then you should stop writing rules and regulations, and expecting them to be carried out, as in the absence of proper training, proper standards and proper supervision all rules and regulations are valueless.

(To be continued)

TEACHERS AND ADMINISTRATION

—Two years ago the South Amboy, N. J., board of education promised to increase the salary of each teacher by \$75 per year until the schedule maximum was reached. Last year and again this year the board did not deem it expedient to make the raise. The state teachers' association has now taken the case to the state board of education for adjustment.

—Springfield, Ill. The local chamber of commerce, on December 20th, held a reception for the four hundred teachers of the city. The plan of recognizing the teachers in a public reception is a novel one and one which is attracting wide attention. The reception was held in the Centennial building. Members of the forum committee and their wives, and the directors of the chamber of commerce and their wives, constituted the reception committee, which was divided into committees of hosts and hostesses for the various floors of the building. A part of the evening was devoted to dancing, the music being furnished by the Springfield high school band. President Albert H. Rankin of the chamber of commerce, delivered the address of welcome, and Mr. Walter Townsend acted as general chairman of the program. Following the completion of the program, the guests engaged in dancing and in a sight-seeing trip through the building which houses two museums, a state library and a state historical library.

—New York, N. Y. The board of education, on December 10th, voted to grant sabbatical leaves to members of the teaching and supervising staffs of the city schools after February first. The board of superintendents is to have the power to grant such leaves in accordance with by-law regulations to be prepared and approved by the board of education.

The leaves will be granted only to teachers having completed ten or more years of service, preference to be given to the most deserving. They will be for a half school year, beginning with the school term in February or September, and will be for purposes of study, travel, rest or restoration of health. For the year 1925, not more than fifty leaves may be granted to high school teachers, and not more than one hundred to elementary teachers.

The New Underwood Awards Plan for Teachers, Students, Stenographers and Typists

FOR years the Underwood Awards Plan has stimulated interest in typewriting and promoted speed and accuracy among teachers and students—to the benefit of the commercial world and the earning capacity of typists.

The new plan, prepared after months of study and investigation, is unique in every detail. The Medal Awards are the most striking feature of this plan. From the bronze, with its rich blue centre of French enamel, to the 20 Karat white gold with alternating diamonds and emeralds, crown set—all are exquisite—worth winning—an inspiration to still greater achievement.

These new awards are made to be worn in the same way as fraternity and sorority pins.

Following is a description of the new Medal Emblem Awards, with the rate required for each.



Medal Emblem Awards



- 40 word—Bronze with rich blue centre of French Enamel
- 50 word—Polished Sterling Silver
- 60 word—10K burnished gold
- 70 word—10K burnished gold with pearls, close-set
- 80 word—14K green gold with alternating rubies and pearls, close-set
- 90 word—18K burnished gold with alternating sapphires and pearls, close-set
- 100 word—20K white gold, platinum plate, with alternating diamonds and emeralds, crown-set

Each medal emblem is enclosed in an attractive box

*The New Awards Booklet describes in detail
the new Awards Plan. Send for your copy.*

UNDERWOOD TYPEWRITER COMPANY, INC.
UNDERWOOD BUILDING NEW YORK CITY

UNDERWOOD

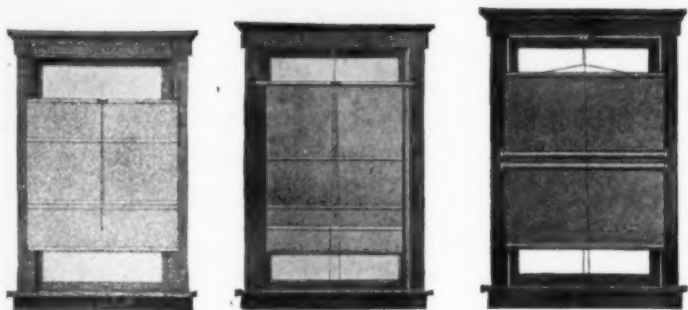
The Machine of Champions



"Oldest Manufacturers of Duck Shades
in America"

"6 of the 15 styles."

STEELE'S DUCK SHADES



Ask for catalog just off press

Write us for full information and best prices

OLIVER C. STEELE MFG. CO.
SPICELAND, IND.



The NIAGARA WALL CLOCK

NEVER REQUIRES WINDING,
OILING NOR CLEANING

The Niagara Wall Clock has no complicated mechanism, no expensive outside wiring and never requires winding, oiling nor cleaning. Operated by two self-contained, standard No. 6 dry cells, it saves money in installation and maintenance costs and yet is reasonably priced and is guaranteed.

The Niagara Wall Clock is beautiful in appearance, carefully constructed and tested, and is practical, simple and economical. Made in two sizes—8" and 12" dials, with clear plain Arabic numerals—cases of oak, finely built and handsomely finished, they present an unequalled appearance, one that readily harmonizes with any and every environment.

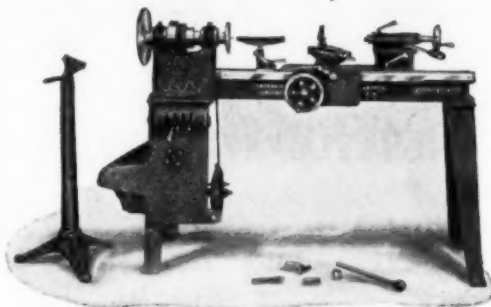
After a year of test service over 500 Niagara Wall Clocks have been and are being installed in 22 schools in New York City.

Let us send you our prices and full information.

NIAGARA CLOCK CORPORATION
2964 MAIN STREET BUFFALO, N. Y.



This Lathe—



218 ALL-PURPOSE LATHE

was designed to fill the special needs of school shops. Safety, simplicity, ease of operation and economical supervision requirements were kept uppermost in mind.

We feel confident that we have here an all-purpose lathe of which any school might well be proud.

SEND FOR BULLETIN NO. 104



School Representatives

R. A. FIFE CORPORATION,

Mamaroneck, New York



CHRISTIANSEN'S TIME TESTED SCHOOL FURNITURE



Double Manual Training Bench No. 22

Can also be furnished with four or two drawers, or without drawers.

When in the market for Manual Training Benches, Domestic Science Tables, Sewing Tables, Drawing Tables, Vises, Hand Screws, etc., write to

C. CHRISTIANSEN

Manufacturer of this line since 1898
2814 West 26th St., Chicago, Ill.



Walraven Book Covers

"The Cover with the Double Corners."

WALRAVEN BOOK COVERS increase the life of textbooks approximately 40%. Your school supply jobber can supply your needs. Write for samples today.

A. T. WALRAVEN BOOK COVER COMPANY

Dallas

Chicago

NEW BOOKS

We and Our Health

Book Two. By E. George Payne. Cloth, large octavo, 133 pages. Price, \$1.36. American Viewpoint Society, New York.

This book proceeds on the theory that the next most important step in healthful living in the United States shall be the result of a clear understanding and a continued practice of correct diet, exercise, rest and cleanliness. The great increase in health in the United States during the past 25 years has not been due to better living habits but to the control of disease by the medical profession and the public health authorities. If we are to continue and to reap the full benefits of the improvement, we must improve our habits and attitudes.

The present book continues the series so splendidly begun in book one, and while it discusses a broad range of health subjects, it emphasizes particularly the problem of correct diet and makes clear what, when, and how to eat.

The illustrations in the book are interesting and varied, but we wonder if they do not defeat their own purpose by their multiplicity and their insistence for attention.

Principles of Education

By J. Crosby Chapman and George S. Counts. Cloth, 648 pages. Houghton Mifflin Co., Chicago.

Whenever a new volume on education comes to the desk of the present reviewer, he wonders whether anything genuinely new or original can be written on this subject, in view of the multitude of books which have already appeared. It was with this mental attitude that "Principles of Education" was opened. The very first chapter aroused the reviewer's interest. He was convinced that, although nothing strikingly new was intended to be offered, yet here was something a person wished to read with care.

The authors frankly disclaim originality of material and scrupulously acknowledge their indebtedness to others. But the method of treatment, the viewpoint of the matter, the presentation of the argument, the clearness of arrangement, and the clarity of style, make the volume not only readable but stimulating. This does not mean that we are in agreement with the authors regarding every claim made or argument proposed—for we disagree very frankly on many points; but it does mean that the writers have tried to present their views with sincere conviction and without bias.

The authors have made an earnest effort to centralize educational problems around philosophical principles. They wished to find the bases upon which all educational policy should be founded. They rightly contend that thought and objectives in education must be determined by a sound philosophy. Without such a philosophical direction we cannot expect that an increasing scientific control of the methods of education will help the school towards its goal. Accordingly, the authors have sought a philosophical background for the educative process. It consists in the desirability of knowledge regarding the six fundamental life-needs—health, family life, economic adjustment, civic life, recreation, and religion. With these fundamental needs in mind, they apply the result of their study to the organization and purpose and work of the different divisions of the school, from the elementary school to the college.

It may be granted that these six fundamental life-needs embrace all that education should accomplish in our modern society. The important point is to be quite sure about the underlying philosophy upon which the program is to be constructed. We may accept the method of procedure followed by the authors, but we do not accept their philosophy in all its principles and conclusions. We should like to make the criticism that the authors, like many others before them, fail to understand that in the midst of vast fluctuations and change in human life and in society, some elements may and do remain constant. Conditions in which we live may change from age to age. Specialized needs exist at one time which did not exist before. Newer circumstances must be met as they arise

and adjustments must be made. But amid the flux one thing does remain constant, and that is human nature. Human nature may develop more and more, and change indefinitely in that direction; but in its essential components it is the same human nature today which it was centuries ago. There are in it the same essential goal, the same innate tendencies and urges, the same essential powers and capabilities. It is the oversight of these constant factors in human nature which has confused educational psychology and philosophy. Surely, adjustment to circumstances cannot be haphazard, but must follow principles which accord with man as he really is and not with man as he is not. With the many existent divergent views about man's nature it is difficult to establish sure principles which will make our educational program effective. Let us first have a sound philosophy.

The authors seem to be uncertain about this very point, although the impression on the reader may be the very opposite. Though there is much in the volume which is serviceable, practical and suggestive, there is much, too, which may be challenged.

Food Facts for Every Day

By Florence E. Winchell. Cloth, 107 pages, illustrated. J. B. Lippincott Co., Philadelphia.

This book is intended to supplement courses in hygiene and cooking by a close study of foods, their value and selection. While the work is apparently addressed to boys and girls, there is much material which is of interest only to girls and women and there is a corresponding lack of material which is of especial value to boys. The chapter on vitamins makes clear and usable the latest information on this valuable addition to our knowledge of foods. The illustrations are quite uneven in interest and appropriateness.

Seeing America

By Walter B. Pitkin and Harold F. Hughes. Cloth, 312 pages, illustrated. The Macmillan Co., New York City.

This is a delightful book. It engages in travels through farm and field and in a conversational style, suited to young minds, calls attention to the things of interest and value. The reader is told of the products yielded by agricultural and by mining and the processes employed in turning these to the uses of man. He is taken

Let the Pilot Steer Your Course in Arithmetic

TEACHERS' MANUAL FOR GRADES ONE TO FOUR



A NEW Series of Arithmetics for Grades Three to Eight, both inclusive, with a Teachers' Manual for Grades One, Two, Three, and Four, supplemented by Drill Cards — Foundation Number Work for the first four grades

Write for specimen copies

THE PILOT ARITHMETICS

STEVENS
MARSH
VAN SICKLE



NEWSON & COMPANY

73 Fifth Avenue, New York

:: :: :: :: :: ::

623 South Wabash Avenue, Chicago

into grain field, apple orchards, cheese factories, oil wells, gold mines, etc., and shown the productive activities of his country.

Modern Business Geography

By Ellsworth Huntington and Sumner W. Cushing. Cloth bound, 352 pages. Illustrated. price, \$2. Published by World Book Co., Yonkers-on Hudson, N. Y.

The subject of geography is dealt with in this book from an economic point of view. It is designed to serve students in the seventh, eighth and ninth year.

It deals with the regions engaged in primary production in all parts of the world. Thus, farming, mining, forestry, and fishery come under discussion. The manufacturing regions are then described, emphasizing those located in the United States.

The subject of transportation in its various forms receives adequate attention. The markets and centers of consumption are enumerated. Illuminating statistics are also supplied.

Modern Readings

By John W. Davis, Book I. Cloth, 342 pages. Book II, 343 pages. D. C. Heath & Co., New York.

In assembling the material for these two books the compiler has brought to his service many of the well known writers of the day. They include selections from the writings of such authors as Edgar A. Guest, Irvin S. Cobb, Gillart K. Chesterton, Cardinal Gibbons, Walter Damrosch, John Galsworthy, Herbert Quick, John Drinkwater, Elihu Root, Mary Roberts Rhinehart, George Pattulo, John W. Davis and many others.

The compiler explains that he has in mind a threefold purpose: first, to supply material in the classroom for silent and oral reading in the vocabulary of modern writers; second, to encourage an interest in the better class of current fiction and essays, and third, to afford pleasure to the readers.

Fifty Famous Farmers

By Lester S. Ivins and A. E. Winship, Cloth, 407 pages. Illustrated. The Macmillan Co., New York City.

This volume tells about the notable achievements in agriculture and horticulture. Among the farmer inventors the work of Babcock, who devised the famous Babcock test, John Deere

who invented the plow, and Cyrus H. McCormick, the creator of the threshing machine, are described.

Then interesting things are told about such men as Luther Burbank, William D. Hoard, Jeremiah M. Rusk, David F. Houston, and many others. The authors also discuss the leaders in rural economics and social life, soil experts, and administrators of agriculture.

Corrective Arithmetic

By Worth J. Osborn. Cloth, 182 pages. Price, \$1.60. Houghton Mifflin Company, New York.

The practical results of standard tests have been rather slowly expressed in professional books for teachers outlining new methods of organizing courses and methods, and suggesting remedial measures which teachers can use. The present book is one of the first fruits of wide studies of results of testing in arithmetic. While it proposes to suggest remedial materials, it is rather a broad discussion of the entire problem of what and how to teach the use of numbers in the eight grades, how to size up the situations in single classes and schools, and how to re-adjust the work offered to get the best results. There are in the book some striking generalizations, rather in conflict with accepted opinion. The whole book appeals to us as original and exceedingly helpful.

Graphic Methods in Education

By J. Harold Williams. Cloth, 319 pages. Price, \$2. Houghton Mifflin Co., New York.

This book will be welcomed by every school administrative official who has any connection with the preparation of reports and publicity material for schools. The material has grown out of courses for graduate students in education at Stanford University, and offers both a general survey of the use of graphic illustrations as a means of presenting educational facts, and as an introduction to the translation of school statistics and other data into simple, usable and understandable charts, diagrams, maps, and other forms of illustrations. Each chapter contains not only definitions, principles, and illustrations taken from a wide variety of educational literature, but also a group of typical problems which may be worked out for practice.

The book avoids any discussion of statistical methods as applied to education, and other

social sciences, and this is, perhaps, its only weakness. For the average schoolman it amply fills all needs, and is a real contribution to the working library of any serious school administrative officer.

Graded Outlines in Hygiene

By Walter Frank Cobb. Book Two. Cloth, 378 pages. Price, \$2. World Book Co., Yonkers-on-Hudson, N. Y.

This book provides a carefully graded, week by week outline of lessons in hygiene. For the fourth year emphasis is placed on the enemies and defenses of the body; for the fifth year the motor forces and vital forces are discussed; for the sixth year the sense organs and laboratories (salivary glands, etc.) are fully treated.

The work is decidedly interesting and gives the teacher immediately usable lesson plans and materials.

Teachers' Councils

Elmer J. Ortman. Cloth, octavo. Ninety-six pages. Published by the author at Le Moyne Junior College, Memphis, Tenn.

This study outlines the organization, functions, and accomplishments of teachers' councils, and recommends a plan for putting them on a sound footing by legislation and recognition on the part of school boards and superintendents.

The book is an excellent plea and a rather complete statement of the work of councils. The author does not take into account the dangers which councils may bring with them; he omits concrete consideration of the personal politics and the disturbances which have come in cities like Chicago, and he does not account for the union tendencies and other undesirable factors which have not been altogether absent. If such critical materials, based upon factual studies, were added to the opinions and recitals of splendid accomplishments of councils, superintendents, school boards, and teachers would find the book of even greater value than it is in its present form.

The Materials of Reading

By Willis L. Uhl, Ph. D. Cloth, 386 pages. Silver, Burdett & Co., Newark, N. J.

This book suggests principles and methods of selecting and organizing materials for courses in reading and literature. It covers the broad fields of elementary and secondary education from the first beginnings to the final work of

(Concluded on Page 151)

STORY HOUR READERS REVISED

By IDA COE, Pd.M., Assistant Principal,
Public Schools, City of New York, and
ALICE CHRISTIE DILLON, Primary
Teacher, Public Schools, City of New
York.

PRIMER	\$0.60
BOOK ONE .....	.60
BOOK TWO .....	.72
BOOK THREE .....	.76
MANUAL	1.00

Accompanied by
Perception Cards, Seat Work, and Chart

Reading for the later School Years is
supplied by

STORY HOUR READINGS
(HARTWELL) five books.

AMERICAN BOOK COMPANY

NEW YORK
CINCINNATI
CHICAGO
BOSTON
ATLANTA

330 East 22d Street
CHICAGO, ILL.

HORACE MANN NEW SECOND READER

The NEW SECOND READER, like its predecessors, the HORACE MANN NEW PRIMER and NEW FIRST READER, takes advantage of the cumulative effect of a series of related incidents and situations woven together into a complete story. Interesting, new, and of permanent value. Illustrations all in color. *Teacher's Edition* now ready.

Alexander-Dewey Arithmetic

In which Miss Georgia Alexander, of Indianapolis, and Dr. John Dewey, of Columbia University, combine theory and practice in a pupil's Arithmetic which teaches the child to think. Problems are numerous, reviews frequent, oral work constant — 2, 3, and 6 book series.

WOODBURN & MORAN'S Histories and Civics

The admirable organization and the clear, dramatic style of the authors vivify history and civics, and give them meaning and interest. Brimming over with the spirit of good citizenship.

THE MAKERS OF AMERICA (5th yr.)

INTRODUCTION TO AMERICAN HISTORY
(6th yr.)

ELEMENTARY AMERICAN HISTORY (7th and
8th yrs.)

THE AMERICAN COMMUNITY (8th yr. and Jr.
H. S.)

LONGMANS, GREEN & CO.

New York

Chicago

Boston

TEACHING: A BUSINESS

By M. G. KIRKPATRICK

A practical manual of common sense in school management. Helpful and readable. A sound and interesting aid to elementary teachers.

Just published. Mailing-price, \$1.40

THE KELPIES

By ETTA AUSTIN BLAISDELL

The Kelpies live down at the bottom of the sea, among the rocks and kelp, but when the moon shines they come up on the beach to play. What they do, and what fun they have, is shown in forty of the prettiest colored pictures ever set before first-grade children. A jolly book, carefully graded, with extra large type.

Just published. Mailing-price, 65c

PREHISTORIC MAN

Human Life in the Old and New Stone Ages

By MARY E. BOYLE

For Grammar-grade History Readings

This book will teach young readers that to appreciate the real meanings of the Scriptures they must lend an ear to the lessons extracted from the earth—to the answers yielded by the contents of caves, glaciers, and river deposits; to the stories mutely told by the raised and sunken beaches. Stones and bones will help them to interpret the great traditions of Holy Writ.

Just published. Mailing-price, 85c

LITTLE, BROWN & COMPANY

34 Beacon Street
BOSTON

221 East 20th Street
CHICAGO

INDIVIDUAL INSTRUCTION

For several years the schools of Winnetka, Illinois, under the leadership of Carleton W. Washburne, have been visited annually by hundreds of progressive educators who see in the "Winnetka Plan" a model system of individualized education.

Methods of individual instruction have heretofore been applied only in isolated instances, largely for lack of suitable textbooks. Mr. Washburne is, however, now putting his courses of study into textbooks so that his methods may be available for general use. Two of his books, *Common Science* and *Individual Speller*, are ready. A third book, *Individual Arithmetic*, will be published this month in time to be shown at our exhibit at the Cincinnati meeting of the N. E. A.

Other publications suited to individual instruction can be examined at our Booth 113 at the Cincinnati meeting. Leading these are the Courtis practice materials which include the *Courtis Standard Practice Tests in Arithmetic*, the *Courtis Standard Practice Tests in Handwriting*, and the new *Courtis-Smith Picture-Story Reading Lessons*. Then there are our many standard tests which make possible effective individual instruction.

If you can not attend the N. E. A. meeting, write us about these publications.

BOOTH 113, N. E. A. MEETING
CINCINNATI, FEBRUARY 22-26

World Book Company

Yonkers-on-Hudson, New York

2126 Prairie Ave., Chicago

AN EXHIBIT OF GOOD BOOKS

If you are interested in NEW BOOKS, NEW since the last N. E. A. in Chicago, we cordially invite you to our Exhibit during the N. E. A. meeting. You will find it in North Hall—

BOOTH 173

SOME OF THE BOOKS

NEW READERS

THE NEW BARNES READERS—*Dressel, Robbins and Graff*
The First Unit in Reading—Teachers' Plans for
Grades One, Two and Three
The Second Unit in Reading—Teachers' Plans for
Grades Four, Five and Six
Book Six
Book Seven

THE SUNNY BOOK READERS
Number One, Number Two, Number Three

NEW TESTING MATERIAL

THE LENNES WORK, DRILL AND TEST SHEETS—
Grades Two-Eight
TEST AND PRACTICE MATERIAL IN READING—
E. L. Merton
TEST, STUDY and DRILL EXERCISES ON LANGUAGE
ERRORS—*C. H. Matravers*

WHEN IN CINCINNATI, MAKE BOOTH 173 YOUR HEADQUARTERS.
IF YOU CANNOT COME, WHY NOT LET US SEND YOU MORE
INFORMATION ABOUT OUR NEW BOOKS?

LAIDLAW BROTHERS

2001 Calumet Avenue
Chicago

118 East 25th Street
New York

THREE-BOOK HISTORY SERIES

Bourne and Benton's Story of America and Great Americans

The story of the history that great Americans have helped to make, and of the influences that have helped to make great Americans. Easy enough for the fifth grade.

Bourne and Benton's Introductory American History

Revised edition. The story of the European background and of the explorers and early colonists.

Bourne and Benton's History of the United States

Revised edition. The book traces the growth of the nation through the life of the people, and gives prominence to social and industrial progress.

D. C. HEATH AND COMPANY

Boston New York Chicago Atlanta Dallas San Francisco

Prepare Your Students for the Better Positions

Shorthand, typewriting, bookkeeping—these subjects, as always, form the basis for all commercial training. No other subjects will in so brief a time place young men and young women in a position to earn a livelihood.

But entrance into business life is not enough. Growth and advancement are even more important. Promotion in business always comes to those who have added to their technical training a broad general fund of business information—to those who have something in reserve.

You can materially increase the opportunities and earning power of your graduates by including in your textbook list some of these titles.

Secretarial Studies, by *Rupert P. SoRelle and John Robert Gregg*. A finishing course for advanced shorthand students. Text \$1.40. Laboratory Materials, \$.60. Teacher's Dictation Book (Secretarial Dictation), \$.80.

Business Organization and Administration, by *Dr. J. Anton deHaas*, Professor of Foreign Trade, New York University. An elementary course in business fundamentals for high schools and private commercial schools. \$1.40

Salesmanship and Business Efficiency, by *James S. Knox*. A complete course in general salesmanship, business efficiency and business management. Special discount to schools and teachers. \$2.50

Basic Accounting, by *George E. Bennett, C. P. A.*, Head of the Accounting Department of Syracuse University. A complete one-year course in accounting for college grade students. \$5.00

Applied Business English and Correspondence, by *Hubert A. Hagar and Rupert P. SoRelle*. A brief review of the fundamentals of English with comprehensive treatment of punctuation, capitalization and business correspondence. Deals only with those essentials that have a direct bearing on the future work of the student of business. Text, \$1.00 Exercises, \$.40

An Introduction to Economics, by *Dr. Graham A. Laing*, Professor of Business Administration and Finance, California Institute of Technology, Pasadena. A brief, concise, understandable and teachable statement of general economic principles. \$1.40

Whigam's Essentials of Commercial Law, by *Col. Wallace H. Whigam*, Schurz High School, Chicago, Illinois. An authoritative and pedagogical text full of human-interest problems written in an easy, fluent style. \$1.40

In which titles are you interested?

THE GREGG PUBLISHING COMPANY

New York Chicago Boston San Francisco London

EDUCATIONAL SUPERVISION

by

CHARLES EDGAR SCOTT, A.M.,

Head, Department of Education,
Dickinson State Normal School,
Dickinson, North Dakota.

THIS latest title on the subject of "Supervision" is a concise and practical restatement of the aims and results of supervision. It covers supervision as affecting the progress of the child, the efficiency of teaching, and the results in educational and vocational guidance. It also discusses the necessity of supervision in instruction, expert administration of tests and measurements, etc.

The book is primarily a contribution to the science of supervision by way of a better integration of the theory of supervision.

Cloth, 98 pages

Price, \$1.00, net.



THE BRUCE
PUBLISHING COMPANY

202 MONTGOMERY BUILDING
MILWAUKEE, WISCONSIN

SIX MAPS IN ONE FIELD OF VIEW

Announcing-- The New Atwood Maps REGIONAL-POLITICAL SERIES

Regions

The Atwood Maps present in a simplified form the four great classes of natural regions,—the young, rugged mountains, the old, worn-down mountains, upland and plateaus and lowlands and interior plains. The pupils see on the maps the great natural regions which can be observed on the landscape. As a means of reference these natural regions are superimposed on a political base.

Political Divisions

The Atwood political base has been constructed entirely new from the latest official information. As political maps, they are the most up-to-date obtainable. A new and unique method of showing mandates is a feature of these maps.

Comparative Map Studies

For comparative map studies four supplementary maps accompany each major map of the continents. These show RELIEF, RAINFALL, DISTRIBUTION OF POPULATION and LAND UTILIZATION.

TION OF POPULATION and LAND UTILIZATION.

The World Maps are two in number, but have three maps of the world—Van der Grinten's projection—on each plate.

The Atwood Maps are especially adapted to the problem method of teaching geography. The maps themselves suggest a host of questions and problems. A question which one map raises another map answers. The use of this series of maps will give to the geography new life, vitality and interest. Teaching will be a pleasure and learning, a joy.

Send for the new Atwood Map Booklet, A2

A. J. NYSTROM & CO., Pub.
2249 Calumet Ave.
Chicago, Ill.

THE "ALL PURPOSE" SERIES

(Concluded from Page 148)

the twelfth grade. The immediate and ultimate aims are discussed and very ample suggestions are made for classroom teaching, organization of content, measurement of processes and progress, standards for selection of materials, etc. The chapter on children's interests in reading contains several findings which are decidedly open to question, because they do not take into account current popularity of certain books and unhealthy curiosity of children of early age.

Contributions to Education

Edited by J. Carleton Bell. Cloth, 374 pages. Price, \$2. World Book Co., Yonkers-on-Hudson, N. Y.

Thirty-one members of the New York Society for the Experimental Study of Education have contributed papers to this book. In part, the chapters discuss the results of personal and group researches; in part they suggest needed studies; and in part, they simply take up problems philosophically from the viewpoint of the experimentalist in education.

The contributions cover a wide and varied field. They include reports on studies of intelligence tests for kindergarten children, needed investigations in English, measuring the quality of instruction, experimental school, classifying pupils, tests in physical education, topics in high school mathematics, etc.

It is noticeable that the most definitely useful chapters are those which are based upon actual studies of rather tangible processes and materials, and which point out common sense and immediately applicable conclusions and recommendations. Some of the more theoretical chapters are not so worthy of a place in the book. There is the usual confusion concerning moral and civic principles, and the usual nibbling at expedients and evasions of fundamentals. The chapters on tests are decidedly fine.

The Training of Writers

By Edward F. Garesché. Cloth, 12 mo., 177 pages. The Macmillan Co., New York City.

This useful little book takes up, not the mechanics of writing, but the problems of training, which the young writer must face and solve before he can undertake letters as a vocation. There are suggestive chapters on arousing the imagination, training the memory, encouraging the will, the mechanics of publication, etc.

The Project Method in Geography. Helen M. Ganey. Paper, 45 pages. Price, \$0.50. The Plymouth Press, Chicago, Ill.

PUBLICATIONS RECEIVED

A Schedule of Accounts. School Monograph No. 7, prepared by the Department of Classification and Statistics, of the Public Schools at Denver, Colo. The schedule of accounts and budgeting system is an adaptation to Denver needs of the uniform system of school accounting, prepared by the U. S. Bureau of Education Committee on Accounting. The use of the schedule insures, first, that the budget will be sufficiently detailed, and second, that the expenditures may conveniently be compared with the expenditures in other districts using the same system. The schedule is divided into nine sections embracing general control, instruction, coordinate activities, auxiliary agencies, operation of school plant, fixed charges, maintenance of school plant, capital outlay, and debt service.

Salary Schedules. School Monograph No. 5, of the Denver, Colo., board of education. The schedules have been adopted as a means of attracting and holding the best teachers in the schools. They provide definite requirements as to professional training, and offer a single schedule of salaries, under which teachers with equivalent training and experience will be paid the same salaries, whether they teach in the high school, junior high school, elementary school or special school.

Preliminary Investigation Looking Toward the Construction of a More Valuable and Accurate Written Examination. Bulletin No. 1, Vol. I, September, 1924, of the Department of Educational Measurements, West Allis, Wis. This bulletin presents the results of an attempt to construct a new type of written examination, which may prove suggestive for a new line of procedure. The purpose is to supplement and not to supplant standardized tests and scales of minimum essentials or school subjects. The bulletin offers an outline of the plan followed in the new test, and gives a typical test in geography, together with directions for conducting the test and scoring.

Rules and Regulations of the School Committee of Revere, Mass., for the year 1924. The pamphlet offers rules for the organization and business procedure of the school board, outlines the duties of the board, the superintendent and

the janitors and also the special regulations governing the use of school buildings for other purposes than the regular work of the schools.

Variation in Eyesight at Different Ages, as Determined by the Snellen Test. By S. D. Collins and R. H. Britten, of the U. S. Public Health Service. Printed in the weekly issue of Public Health Reports for December 19, 1924. The tests showed that the percentage of persons with normal vision increased with age up to 18 or 19 years, after which it declined. After about 45 years of age the rate of decline was much more rapid. The percentage of persons with moderately defective vision declined during school ages, then increased from 20 to 50 years of age, and then declined again. The percentage of those with markedly defective vision increased steadily after 6 years of age. The rate of increase was more rapid during school ages than in the early ages of industrial life.

The Problem of Teacher Tenure. Research Bulletin, Vol. II, No. 5, November, 1924, issued by the National Education Association, Washington, D. C. The N. E. A. is meeting to the fullest its opportunities for promoting the economic welfare of its members. The present publication provides an accurate survey of the problem of teachers' tenure and suggests ways and means of promoting a state-wide legislation.

Evaluation and Improvement of School Buildings, Grounds and Equipment. By C. W. Odell. Bureau of Research Circular No. 30, 1924, issued by the University of Illinois, Urbana. This circular aims, first, to present a brief statement of the evaluation of school plants by means of score cards, and second, to give a more detailed discussion and suggestions as to how school buildings, grounds and equipment may be improved or put to better use. The suggestions are as concrete as possible and do not involve expenditures of large sums of money. The circular takes up in detail a study of school sites, playgrounds and their equipment, environment and approaches, exits and entrances, stairways, corridors, heating and ventilating, fire protection, cleaning and general care of the building, artificial lighting, water supply, natural lighting, color schemes, blackboards, bulletin boards, cloakrooms, seats and desks, general equipment of classrooms, and decorations.

The MacQuarrie Map and Display Rail

Makes Every School Wall a Visual Instructor



View showing how all maps may be used at the same time.

Any number of display slides can be inserted.

View showing the variety of uses the rail has with maps, scales, posters, panels, pictures, etc.

Thumb-tacks are used for attaching charts, bulletins, etc.

View showing how the same may be done with unmounted maps and charts.

The parts consist of Steel Channel, Steel Hooks and Display Slides.

View showing close-up of map attached to the hook.

FROM Kindergarten to the University, in every room where hooks are wanted for maps or charts, or tacks and pins are used to display work or exhibits, this simple inexpensive little device meets every need.

It consists of a drawn steel channel in standard map green enamel, fitted with display slides and steel hooks, which are quickly and easily adjusted to accommodate any chart, map, or display.

MAPS: You can study all your maps at one time, or move them the length of the room according to lighting requirements, without removing from hooks.

CHARTS: Chart tripods are no longer necessary. The adjustable hook feature makes it possible to use the most cumbersome charts simply by removing one end turning without difficulty to the next page.

BULLETIN BOARDS: It abolishes the fixed bulletin poster board in favor of bulletin panels that can be used by the teacher before the class, by the pupil at his desk, or hung in the least desirable space when not in use.

DISPLAYS: The little movable display tack slides enable the teacher to show the work of the entire class and to enrich her teaching by exhibiting pictures, graphs, unmounted maps, charts, and supplementary material requiring thumb tacks.

The MacQuarrie Map and Display Rail is indestructible and easily installed by any janitor.

A. E. MacQUARRIE

Manufacturer

15 SEYMOUR AVE., S. E.

MINNEAPOLIS, MINN.

ROOSEVELT JUNIOR HIGH SCHOOL

(Concluded from Page 140)

structional rooms.

The cost of the building, including general work, plumbing, heating and ventilating, electric work, clocks, bells and telephones is \$480,156; number of cubic feet in building is 1,580,000 and cost per cubic foot 30 $\frac{3}{4}$ cents. The equipment, including metal lockers, lighting fixtures, pupils' desks, opera chairs, teachers' desks and chairs, window shades, stage curtains, cabinet work, cafeteria equipment, stools, etc., complete, cost \$40,200. The cost of site improvements, including garden wall at west property line, amounted to \$16,208. Total cost of building, including equipment and site improvements, is \$536,564.

The building was opened for school use on February 1, 1924.

SCHOOL BUILDING CONSTRUCTION IN 1925

The annual forecast and building survey of the Architectural Forum has been made public and indicates that building construction during the coming year will be as large, if not larger, than 1924, which set the high-water mark for new buildings in the United States. It is interesting to note that schools and colleges are accorded an important place in the forecast and that, in fact, schools hold the highest percentage of actual value of any type of buildings.

The Forum, basing its forecast on the experience of the past four years, and on a wide study of the plans and reports of architects and public authorities, makes the following statement concerning new school building construction for the coming year:

North Eastern States.....	\$ 79,335,000
North Atlantic States.....	263,784,000
South Eastern States.....	27,291,000
South Western States.....	51,687,000
Middle Western States.....	229,641,000
Western States	75,120,000
U. S. A.....	726,858,000

These figures, worked out on the basis of percentages as compared with the value of all building construction, indicate that schools have a higher percentage of comparative building activity than any other type of private or public building construction. The percentages are as follows:

N. East States	N. Atlantic States	S. East States	S. West States	Middle States	Western States	U. S. A.
1924 1925	1924 1925	1924 1925	1924 1925	1924 1925	1924 1925	1924 1925
18.4 18.9	12.9 14.5	19.1 15.2	11.4 16.4	15.4 14.2	12.5 11.6	15. 15.1

In analyzing the reason for the great activity in school building construction, the Forum states that there is not only a definite effort to meet the shortage in school buildings which developed during and before the war period, but also a decided trend toward improving and modernizing school buildings to keep pace with the improvement in educational methods. There is not only the problem of meeting the enormous demand for increased schoolroom space, but also of meeting a changing educational system, and of replacing thousands of inadequate and obsolete school buildings.

JANITORS' SALARY SCHEDULE

The school board of Lynn, Mass., has adopted a schedule giving substantial increases in salary to janitors and charwomen employed in the schools. Lower-paid men, under the schedule, will be given a ten per cent increase, higher paid men a five per cent increase, and charwomen will be given 35 cents an hour. The increases became effective on January first.

The board also adopted a set of regulations governing salary increases for janitors, as presented by L. M. Thompson for the members of the board. These are as follows:

1. For the care of one and two classroom buildings, not in combination with other buildings, at the rate of \$6.50 per room a week—janitor not to be considered a full-time employee.

2. For the care of four classroom buildings not in combination with other buildings, \$25 a week.

3. That all janitors now receiving between \$25 and \$34 a week receive a ten per cent increase in pay figured to the nearest dollar, but none to receive less than \$30 a week.

4. That all janitors now receiving between \$34 and \$38.50 a week to receive a five per cent

increase, but the maximum in no instance is to exceed \$40.

5. That all janitors in charge of four or more rooms be required to be on duty "full time."

6. That janitors so incapacitated as to be unable to properly care for a ten-room unit, be moved to four or six-room units with corresponding reduction in pay.

7. That charwomen be paid 35 cents an hour or \$15.40 a week, but this is not to effect a reduction of pay in those special cases now being paid at a greater rate.

Under the present scale 56 per cent of the janitors receive less than \$30 a week. Under the new scale only seven per cent will receive less than \$30 a week. Thirty-seven per cent get between \$30 and \$35 a week at present. Under the new schedule there will be 61 receiving that scale. Those receiving wages at between \$35 and \$38.50 are only seven per cent. Under the new scale there will be 28 per cent of the janitors receiving that scale and two janitors will receive \$40 a week.

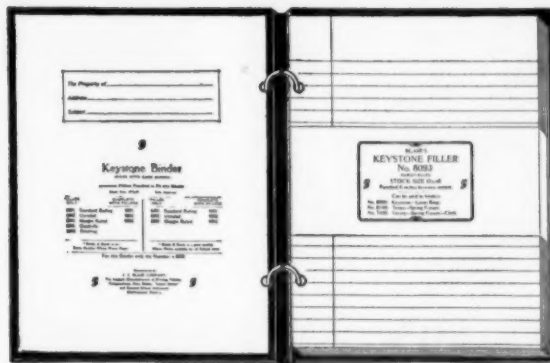
The average wage at present is \$29.87 and the new scale averages \$32.47 a week.

—Supt. R. W. Solomon of Middletown, Ohio, has been elected first vice-president of the Ohio Teachers' Association.

—Mr. James F. Taylor has been elected superintendent of schools at Niagara Falls, N. Y., succeeding John B. Laidlaw, who resigned last fall. Mr. Taylor was appointed principal of the high school in September, 1920, and since September, 1924, had been acting superintendent in charge of the school system.

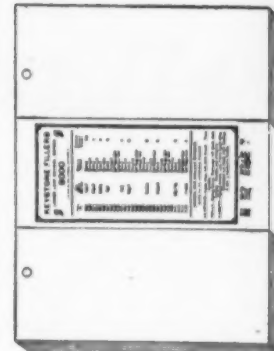
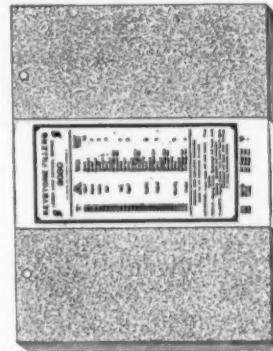
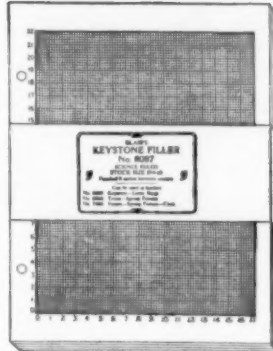
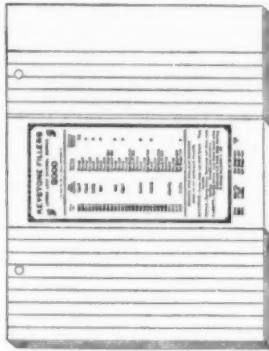
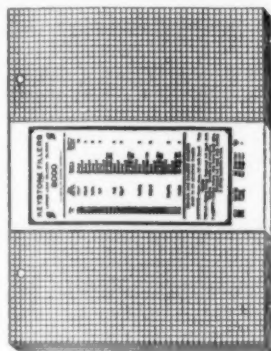
BLAIR'S KEYSTONE BINDERS AND FILLERS

Substantial Board Casings
Covered Heavy Weight Cloth
Outer Covering Dark Blue
Durable Flexible Cloth Hinge



Heavy Black Enamel Eyelets
Twin Nickel Hinged Rings
Standard Spacing Punch Centers
Undoubted Quality Values

FILLERS IN ALL REGULAR SIZES AND RULING STYLES



Banded in packages, liberal count of sheets. Punched standard holes, distance between centers as listed to fit Keystone Binders. Margin Ruled numbers have line ruling on both sides of the sheet. Details furnished on application.



SOLD BY PROGRESSIVE DEALERS

MADE, QUALITY GUARANTY, BY THE

J. C. BLAIR COMPANY, HUNTINGDON, PENNA.

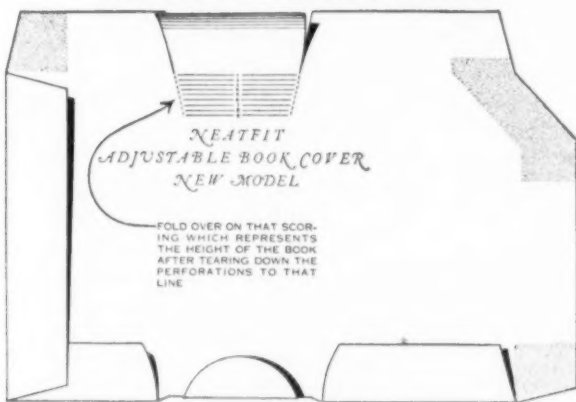
EIGHT IMPORTANT REASONS FOR SELECTING

THE NEW MODEL NEATFIT ADJUSTABLE BOOK COVER

For All Your Textbooks.

- ONE:** It is made of a single piece of the highest grade stock which is as tough as cloth, and will outwear three ordinary covers.
TWO: It is cut and folded true and exact.
THREE: It is easily and quickly adjusted and fastened.
FOUR: It has broad gluing surfaces of sanitary glue which do not come loose.
FIVE: It is absolutely waterproof.
SIX: It fits snugly and presents an unbroken surface.
SEVEN: The new design for adjusting the covers saves much time, enabling the pupils to do neat work in fitting the cover.
EIGHT: Considering its remarkable strength and adequate wearing qualities it has no equal in flexibility.

NEATFIT ADJUSTABLE



**The Best Book Cover
Ever Made
for School Use**

Millions of the Neatfit Adjustable Book Covers Are Sold Each Year

The Neatfit Adjustable Book Cover Will
Increase the Life of the Textbook 50%

IROQUOIS PUBLISHING COMPANY, Inc.

New York Office
358 Fifth Ave.

Home Office: Syracuse, New York

Chicago Office
1811 Prairie Ave.

Motion Pictures Regular School Equipment



A few years ago the advocates of motion pictures in school work were considered fadists—today how different!

Motion pictures are now as much a part of the well equipped school as blackboards and textbooks.

It is interesting to know that school boards no longer consider motion picture projectors as an added item of expense, but look at them more as a money saving device, as it has been definitely proved that motion pictures reduce the problem of "repeaters" to a minimum, and from this standpoint alone, actually save their expense many times over in a single year.

Let us send you complete information on the DeVry Projector for your schools.

THE DeVRY CORPORATION,
1109 Center Street, Chicago, Ill.

Gentlemen: Please send me a copy of "Motion Pictures in the School."

Name

School

Address

City..... State.....

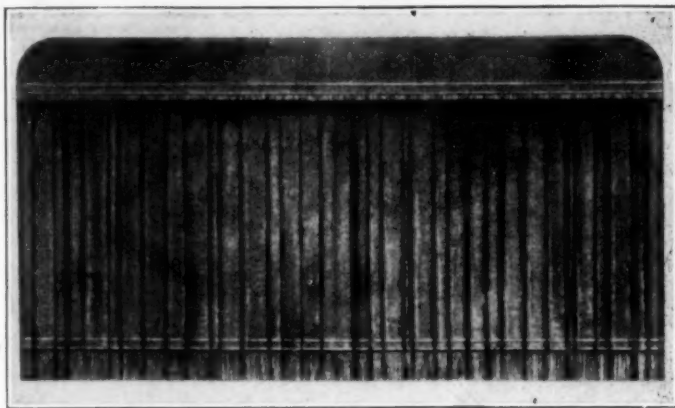
If About Brushes, Consult Us.

WE, as manufacturers, are in a position to quote on your needs. We manufacture a complete line of Bristle, Bristle Mixtures, and Horse Hair Brushes, all of which are guaranteed to give satisfactory service.

Daniel Bermes Company

287 PARK AVENUE, UNION HILL, NEW JERSEY

*Manufacturers of Quality Brushes
Representatives of Cleaning Supplies.*



Drapery Curtains
Asbestos Curtains
Motion Picture Sheets
Elizabethan Stage Settings
Scenery and Stage Equipment

The above furnished for
School Auditoriums, Assembly Halls, and Theatres.

LEE LASH STUDIOS

(Established 1892)

MOUNT VERNON, N. Y.

HOMOGENEOUS GROUPINGS AND PARALLEL COURSES OF STUDY.

(Concluded from Page 36)

following here in Batavia. By this plan the only pupil who flunks is the lazy pupil. The course of study for the slow group is the least possible minimum that a child can get along with and advance to the next grade. For social reasons children of the same chronological age should be kept together as much as possible. By this plan nearly all of the twelve-year-old pupils are in the same grade, but the slower ones are performing a much lesser task than the faster ones. By this plan the slow pupils in grade one pass to a slow second grade group, and thence to a slow third grade group and so on through the grades.

Each child is expected to do his work well. Each child, slow, medium, and fast can receive high grades upon his report card. The slow child gets through the eighth grade at thirteen or fourteen years of age, and the brighter child does not get through till he is thirteen or fourteen, but he has accomplished vastly more than he was accomplishing under the old plan of one-course of study for all.

This plan eliminates another growing evil—that of the fifteen and sixteen-year-old boy and girl entering our colleges and universities. Very few of our young people have the mental stability and independence necessary to enter college at the age of fifteen or sixteen, or even seventeen. Due to our improved methods of teaching and more careful attention to classification and meagre courses of study, our brighter pupils have been graduating too young.

Through this plan of three parallel courses, one very rich course, one course an average course, very much like most schools have now for all pupils, and the other course containing the mere minimum essentials for those who

learn slowly, the evils mentioned are largely eliminated and the happy results suggested are, at least, partially accomplished.

SALARY DETERMINATION IN SAGINAW SCHOOLS.

(Concluded from Page 40)

have their salary determined largely by schedule No. 2, and those in the lower third have theirs determined by schedule No. 3. These three salary schedules follow and we believe are self-explanatory. The reason for having three schedules is to make it possible to pay the better teachers better salaries and to advance them faster than the poorer teachers.

This method may not be entirely scientific, but it seems, at least, to be a practical system with some decided advantages. In a general way it has the advantage of gradually building up the teaching staff with stronger teachers, year by year. The superior teachers of the system tend to remain in the system because their salary advancement is faster than it would otherwise be, the poorer teachers tend to leave the system because their salary advancement is slower than under the old system where all teachers were given an equal increase regardless of the difference in their value to the schools.

This system does other things that are worth while. It encourages teachers to continue with their professional studies. If summer courses in college and normal schools are taken or credits are earned through extension work the teacher's salary is thereby increased. This naturally promotes professional growth on the part of teachers. Again, if teachers have personal habits or qualities which are detrimental, this fact is called to their attention by the rating system, and as a result their shortcomings are often overcome or great improvement made in this direction. While the system may not be perfect it has been a great help to the writer

for the past seven years, and has been used to a greater or less degree in three different city systems with considerable success.

THE PRESENT STATUS OF TEACHER RATING.

(Concluded from Page 46)

line with the normal frequency distribution curve, making it possible for finer distributions in teacher rating.

A comparison of the percentages of the number of ranks used today and those used at the time of Boyce's study is also shown in Table 8. Descriptive words are used as methods of rating more often than figures or letters, since 54 of the 103 rating plans use words, with a range from two to six words, but with five occurring most frequently.

Summary and Conclusions

1. Seventy per cent of the cities that reported use a definite system of teacher rating.
2. In the opinion of 83 superintendents, 55 per cent state that their teachers approve of rating, while twenty per cent were uncertain.
3. The chief reasons assigned by 92 superintendents for the rating of teachers are to promote teaching efficiency, to stimulate teachers to improve themselves in service, and to serve as a basis for salary increases.
4. The principal, the superintendent, and the subject supervisor, in the order named, do most of the rating, according to seventy superintendents.
5. Combined or cumulative ratings are generally made by the superintendent annually in 66 per cent of the cases reported.
6. Only 21 of the seventy cities give a copy of the rating to the teacher, and in only 41 cities do teachers have access to their ratings upon request.
7. Teachers rate themselves in 34 per cent of the cities reported.

(Concluded on Page 157)

HIGGINS'

Colored Drawing Inks

In Large Sized Bottles

More Economical and More Satisfactory

BY far the most economical and satisfactory way to purchase HIGGINS' Colored Drawing Inks, is in $\frac{1}{2}$ pint, pint and quart bottles.



In art, architectural and drawing classes the individual $\frac{3}{4}$ oz. HIGGINS' Bottles with quill stoppers can be refilled from the larger size bottles.

There is no waste with the instructor controlling the supply.

And there is always fresh ink in the small bottles—meaning faster and better finished work.

ALL HIGGINS' COLORED INKS ARE PUT UP IN $\frac{1}{2}$ pint, pint and quart bottles.

Insist upon the genuine.

Made Only By

CHAS. M. HIGGINS & CO.
271 Ninth St., Brooklyn, N. Y.
Chicago London

ROBERTSON'S PRODUCTS

SYMBOLS OF CLEANLINESS AND SANITATION

Standardize On Supplies That Bear The Robertson Trade Marks

ROBERTSON'S PRODUCTS INCLUDE

Disinfectants,
Liquid Soaps,
Soap Powders,
Scouring Powders,
Paper Towels,
Toilet Paper,
Mops,
Brushes,
Liquid Soap Dispensers,
Paper Towel Holders,
Etc., Etc.

Get Our Prices.
Catalog furnished
on request.



For over seventeen years the House of Robertson has specialized on school-room cleanliness and disinfection. The name "Robertson" means more than merely a method of identification. It is a symbol of cleanliness and a mark of quality on every product that bears it.

To simplify your cleaning problems and guarantee sanitary conditions in your school, it is essential that you supply your janitor with "Robertson's Products." The daily cleaning will take less time, less effort and the school will be cleaner and more inviting than ever before. The remarkable results obtained will surprise you and your school janitor and will revive the latter individual's interest and enthusiasm in his work.

Don't overlook getting in touch with us before ordering your next lot of Janitor Supplies. Our suggestions will prove helpful as well as economical.

THEO. B. ROBERTSON PRODUCTS CO., Inc.

Member, National School Supply Association

700-704 W. DIVISION ST.

CHICAGO, ILLINOIS

Paste Results

depend upon the quality of the paste you use. Gluey is put up in the convenient 4 ounce tube—remains moist—dries quick and sticks tight.

GLUEY PASTE

has proven its ability to give super paste results in over 3000 schools—a record which qualifies it to be seriously considered for use in every school. Gluey comes in handy 4-ounce tubes—in convenient desk jars and in gallon containers. Use the coupon below and secure a big full size Gluey handy tube for 10c. If you use Gluey once, you will always use it.

THE COMMERCIAL PASTE COMPANY
Makers of the Largest Line of Adhesives
Dept. 12, Columbus, Ohio.

4 OUNCE TUBE

10¢

GET A 4 OUNCE TUBE — USE THIS COUPON

THE COMMERCIAL PASTE CO.,
DEPT. 12, COLUMBUS, OHIO.

Gentlemen:

I want better paste results—here's a dime for a big Gluey handy tube.

I use paste in various quantities—send me your low prices on Gluey.

NAME.....

ADDRESS.....

TOWN..... STATE.....

SCHOOL.....

☐ TEACHER ☐ PRINCIPAL ☐ SUPERINTENDENT



Use COLOR in Grade Teaching

Equip your teachers with U.V.A. Lecturers' Chalk, and observe how amazingly a blackboard sketch in color, keeping pace with the lecture, holds the pupils' attention and gives interest to a grade subject otherwise dull.

U.V.A. Lecturers' Chalks come in boxes of 5, 8 or 10 colors, or one-half gross.

Colored Blackboard Chalks are obtainable in boxes of 7, 12 or 24 colors, or one gross. Special assortments if desired.

For best results, specify the U.V.A. brand, as there is a vast difference in the quality of colored chalks.



Send for our free book on Blackboard Drawing, with many valuable suggestions.

BINNEY & SMITH CO.
41 East 42nd St. NEW YORK, N.Y.



SENIOR HIGH SCHOOL, NIAGARA FALLS, N. Y.
J. M. Taylor Supt. Buffalo Associated Architects.

The equipment installed in the high school pictured above embodies a FEDERAL PRIVATE BRANCH EXCHANGE TELEPHONE SYSTEM.

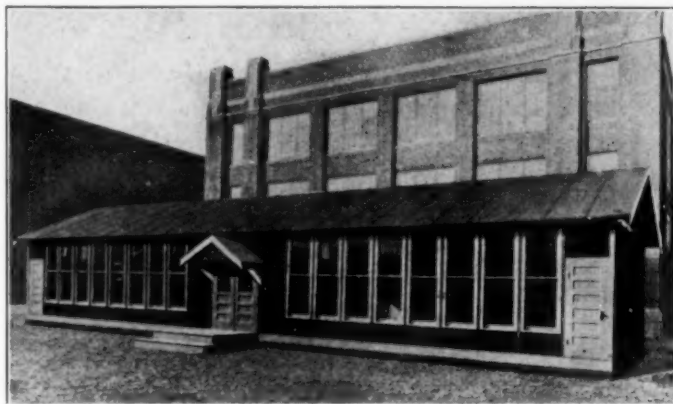
The manner in which this system is operating, and the way it has increased the efficiency of the educational staff can best be summed up in the words of Mr. Taylor, superintendent of education:

"There is no doubt whatever of the value of an interior telephone system in school buildings, for the reason that time is not only saved in the day's work, but the efficiency of the teachers is materially increased."

Let us help you INCREASE the EFFICIENCY in YOUR SCHOOL.

Federal Telephone Manufacturing Corporation
Buffalo, New York, U. S. A.

THE RELIABLE M & M PORTABLE SCHOOLS



The best of material used throughout in construction.
Comply with state requirements.

BUILT COMPLETE AT OUR FACTORY

Your janitor with four common laborers and our illustrated instructions can erect them.

ENTIRE SATISFACTION GUARANTEED

Write for Catalog and Delivered Prices

MERSON & MORLEY COMPANY
SAGINAW, MICH.
Established 1898



Bossert Schools

Are Warm in Winter and Cool in Summer

We are equipped to furnish any size building on short notice. Prices of same depend on requirements and State Laws—but in every case are the lowest for quality of material supplied. Remember, this is not a cut lumber proposition, and the cost of erecting is a very small item. While not essential, as any unskilled labor can do it, we will, if you desire, arrange to erect all buildings. Buildings can be taken down and re-erected any number of times without marring a single feature.

We have made portable school houses for other people for over 25 years. Now you can buy Bossert School Houses with all our new patents and improvements direct from us and save money for your school board.

Write us full requirements and we will send details of cost of building completely erected.

LOUIS BOSSERT & SONS, Inc.

Builders of School Houses for over 25 years.
1323 Grand Street Brooklyn, N. Y.

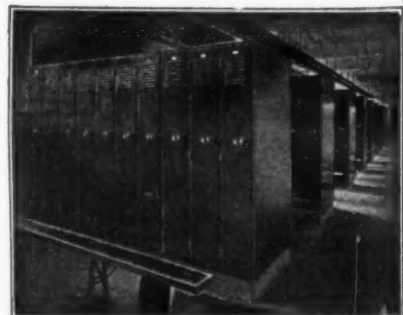
FEDERAL STEEL LOCKERS AND SHELVING

are made right—
and priced moderately—



Ask for Catalog

**Federal
Steel
Fixture
Company**
Chicago



Equip Your Schools
with
FEDERAL
Steel Lockers
and Shelving



Improved Painting - Lowered Labor Costs

These two spray-painters are doing the work of 8 to 10 brush men. They are applying a smoother, more uniform coating of paint, a coating that completely covers the surface and that has the hiding power of two brushed coats. Consider this improvement in quality of work and this economy of close to 80% saving in labor cost that spray-painting makes possible.

The DeVilbiss Spray-painting System will enable you to do your school painting with the same marked degree of advantage and profit. A word from you will promptly bring further interesting facts.

THE DEVILBISS MFG. CO., 268 Phillips Ave., TOLEDO, OHIO

DeVilbiss Spray-painting System



Why—Marbleloid Schoolroom Floors?

FIRST because they will give you at a reasonable cost all the properties of more expensive floors and they will give you greater value and longer wear than types of flooring of equal cost.

SECOND because they are the most sanitary floors in the world,—as they are installed without seam or crevice. They are easily cleaned. They are resilient and non slippery. They are warm, damp resistant and fire resistant.

THIRD because you do not risk on either material or workmanship in a Marbleloid floor. Millions of feet are in everyday use. Every foot is guaranteed by us. Installation can be made in quicker time—often the job is completed in two days.

Write us about Marbleloid for old or new school buildings.
Sample sent with our reply.

THE MARBLELOID COMPANY, 465 Eighth Ave., New York

MARBLELOID

The Universal FLOORING
for Modern Buildings

(Concluded from Page 154)

8. Directions for the administration, including the instruction and training of raters, in rating systems are quite frequently omitted. This is generally considered a serious adverse criticism of rating schemes from the standpoint of teachers' disapproval as herein reported. The variability among the distributions of ranks assigned to teachers by principals of the same city is often pronounced as illustrated by the experiences of East Chicago, reported in this study.

9. Conferences with individual teachers is the usual method employed with rating systems for the improvement of teachers in service.

10. The practice is quite general of combining teacher rating with salary schedules.

11. The aims of the course of study are neglected in the majority of rating plans.

12. A general absence of specific definition of qualities or factors prevails throughout the plans investigated or studied.

13. A general tendency predominates to consider the teacher rather than the results of teaching measured by pupil achievement or reaction, as expressed in knowledge, attitudes, habits, interests, ideals, etc.

14. Emphasis in rating plans as compared with the Boyce investigation made in 1914 is shifting (1) in the type of and emphasis placed upon qualities or factors used (2), in the number of ranks in the marking system.

15. Very little recognition thus far has been given in rating plans to the varied capacities of children, a factor that must be taken into account when children are classified into homogeneous groups.

16. Criteria in teacher rating, on the basis of the cards examined, seem to be selected on the basis of the *common qualities* in teachers,

rather than on the basis of *marked differentiation* in teachers.

CHANCE TEACHERS.

(Concluded from Page 50)

ing crew. In looking around the town he observed some large buildings on the hill and, upon inquiry, learned they were buildings of the Montana State Normal College. This was after the summer school and before the opening of the fall quarter. E asked the president for a job, and got it. He graduated from the college and is now one of the best schoolmen of the state.

There is the case of M, who is a very successful educator. M had graduated from high school back in Missouri, had answered the call of the West, and had landed in Missoula, without work or money. He worked all summer digging sewers. Winter was coming on and he would soon be out of a job. It was either get another job or write back home for money. What could he do? He was a high school graduate. Why not teach? In those days there were but two requirements to teach in Montana; namely, a teaching job and a certificate, and both were easy to get. Present-day requirements would have prevented Montana from getting a good schoolman. M took a train to a remote section of the state and sold himself to the trustees in a small village. The examinations had been held in August, so he obtained a temporary permit. He had a healthy beard for a nineteen-year-old boy, and this, with an assumed dignity, made him appear much older. His personality and native intelligence put a new life in the community. He was Mr. M now. He was no longer "Punk," as he was called in high school, or "Fat," as he was called in the sewer. He had found a work for which he was fitted. He remained in the

village a second year at a fifty per cent increase in salary. Subsequent work in the state normal school and the university made it possible for him to advance to some of the best positions in the state, and many a Montana boy owes his inspiration to this teacher by chance. This year M leaves the profession. He is going into another that rewards brains more than teaching does.

J homesteaded and tried dry farming. Adverse years compelled him to turn to something else to help out. He taught the local district school. He had graduated from college back East. He was next invited to a nearby town, and made good, and is still teaching with marked success.

One could go on and relate case after case of chance teachers who have been successful. They have continually brought new blood into the infant profession, but the very fact that folks can "fall into" teaching gives it a semi-professional aspect. We are making teaching a harder field to get into; but we are not progressing very fast in making it a very desirable field in which to stay.

TEACHERS AND ADMINISTRATIONS.

—Augusta, Kans. By a ballot vote, after discussion, the teachers of the public schools voted to make up all holidays, including those taken to attend the state teachers' association. The board thereupon voted each teacher a bonus of \$10 for attendance at this meeting. This amount is above the regular salary which has always been paid.

—Forty-five towns in Connecticut at the present time are operating evening schools for non-English speaking adults—with a total registration of 8,341 and an average attendance of 5,113 for the month of December, 1924. In Connecticut the foreign born vote is twenty-two per cent of the electorate.



HARBUTT'S PLASTICINE

FOR MODELING

Antiseptic and Never Hardens

J. L. HAMMETT COMPANY

KENDALL SQUARE, CAMBRIDGE

Distributing Agents for U. S.

Order from your School Supply Dealer

MILLIONS IN USE

The JACOBUS Pneumatic Inkwell

It prevents evaporation—the ink never thickens.
It requires filling but once a term.

It prevents the pen from taking too much ink, to smear the fingers, or drop on paper, desk or floor.

It gathers no dust, is noiseless, flush with top of desk, not easily broken, and is the most satisfactory and economical well ever made.



Have you ever seen a satisfactory Inkwell?

Give the pneumatic a thorough test and ascertain for yourself if it justifies the claims.

In purchasing new school desks make the condition that they are supplied with

Jacobus Pneumatic Inkwells

Write for a free sample. A personal inspection will convince.

JACOBUS PNEUMATIC INK WELL CO.

336-340 Canal Street,
NEW YORK CITY, N. Y.

Western Representative
C. F. WEBER & CO.

San Francisco, Calif.

Los Angeles, Calif.

Subscribers' Free Service Department

We invite all our readers to ask questions of any kind on any problem of school administration, and we promise to answer them fully and promptly. If we must, we shall investigate specially, charging the trouble and expense to our editorial appropriation. If you are interested in the purchase of any of the items listed below, or if you want catalogs for your files, do not hesitate to check this list and mail it to the address given below.

Adding Machines
Adjustable Window Shades.....
Agricultural Apparatus
Air Conditioning Apparatus
Alarms (Fire)
Antipanic Door Bolts.....
Architectural Bronze and
Iron Work
Art Supplies
Asbestos Fire Proofing.....
Asbestos Roofing Tile.....
Ash Handling Apparatus.....
Athletic Supplies
Auditorium—Chairs
Lighting
Scenery
Automatic Fire Doors.....
Baling Presses
Balopticons
Batteries—Storage
Bells
Benches
Biology Supplies
Blackboards—Composition
Slate
Blackboard Paints
Blinds
Bollers
Boiler Feed Water Governors.....
Boiler Thermometers
Bookbinding Supplies
Bookcases—Sectional
Book Covers
Brick
Face Brick
Common Brick
Bronze Tablets
Brushes
Builders' Hardware
Building Engineers
Building Material
Bulletin Boards
Cabinets
Cafeteria Equipment
Calomine
Caps and Gowns.....

Cements
Chairs
Kindergarten
Chalk Crayons
Charts—Geographical
Color
Chemical Apparatus
Chemical Toilets
Class Pins
Cleansing Disinfectants
Clocks
Clock Systems
Secondary
Program
Closet Seats
Closet Ventilators
Conduits
Costumes for Plays.....
Crayons
Crayon Troughs
Dampproofing Compounds
Deadening Felt
Deodorizers
Desks—Pupils'
Teachers'
Dictionaries
Dictionary Holders
Diplomas
Directory Tablets
Disinfectants
Display Fixtures
Domestic Science Equipment.....
Benches
Stoves.....
Doors and Sashes
Electrical Equipment
Drawing Supplies
Tables
Drinking Fountains
Duplicators
Dusters (Sanitary)
Electrical Equipment
Electric Ranges
Erasers
Eraser Cleaners
Fans—Blower
Fans—Ventilators
Fences
Filing Cabinets
Filing Systems
Fire Alarms
Fire Escapes
Fire Extinguishers
Fire Hose
Fireproof Doors
Fireproof Floors and Partitions
Fireproofing
First Aid Supplies.....
Floor Deafeners
Floor Dressing
Floor Scrubbing Machines
Flooring and Floor Covering.....
Floors
Fumigators
Furnaces
Furniture
Adjustable
Movable
Gas Machines
Gas Stoves and Ranges.....
Globes
Granite
Gymnasium Apparatus
Gypsum
Hardware Specialties
Heaters (Rural School).....
Heating Apparatus
Heating and Ventilating.....
Inks
Inkwells
Janitor Supplies
Kindergarten Supplies
Laboratory Equipment
Laboratory Furniture
Lath-Metal
Lavatories
Library Shelving
Library Supplies
Lighting Equipment
Lime
Liquid Soap
Locks
Lockers
Loose-Leaf Books
Manual Training Supplies.....
Benches
Maps
Mats
Metal Construction
Metal Working Materials.....
Machinery
Mimeographs
Motion Pictures
Motion Picture Projectors
Motion Picture Screens
Motors
Musical Instruments
Natural Science Apparatus
Natural Science Cabinets
Oil Color Materials.....
Organs
Paints
Paper
Paper Baling Presses
Paper Towels
Paper Waste Baskets
Partitions
Paste
Pencils
Pencil Sharpeners
Pens
Phonographs
Physical Apparatus
Physical Geography Supplies.....
Pianos
Pictures
Plaster
Plaster Board
Plaster Casts
Playground Apparatus
Plumbing
Plumbing Fixtures
Portable Schoolhouses
Power Transmission Machines..
Printing Equipment
Projecting Machines
Projecting Microscopes
Pumps
Radiators
Ranges
Record Systems
Refrigerators
Regulators (Heat)
Roofing
Rubber Matting
Rulers and Rules.....
Safe Cabinets
Sanitary Appliances
Sash
Scales
School Buses
Scientific Apparatus
Scissors
Sewage Disposal
Sewing Machines
Shades and Awnings.....
Shelving
Skylight Operators
Slate
Soap
Mimeographs
Motion Pictures
Motion Picture Projectors
Motion Picture Screens
Motors
Soap Dispensers
Stage Equipment
Lighting
Scenery
Stair Plates
Stair Treads
Stairways
Stationery
Statuary
Steam Boilers
Steam Boiler Pipes
Steam Covering
Steam Regulators
Steel
Stenciling Materials
Stereoscopes
Stone
Stoneware
Stools
Stoves
Sweeping Compounds
Swimming Pool Sanitation.....
Tables
Drafting
Kindergarten
Tale Blackboards
Telephones
Temperature Regulation
Terra Cotta
Theatre Chairs
Theatre Curtains
Theatre Scenery
Thermometers
Tile
Time Recording Systems.....
Toilet Paper
Tools
Light Woodworking
Metal Working
Towels
Typewriters
Urinals
Vacuum Cleaning Systems.....
Valves
Varnish
Ventilating Apparatus
Wagons
Wall Boards
Wall Burlaps
Wall Paints
Waste Baskets
Water Color Materials.....
Water Heaters
Water Pressure Systems
Waterproofing
Water Purifiers
Water Systems
Weather Strips
Windows and Window Sash...
Window Ventilators
Wire Window Guards.....
Wood
Woodworking Machinery

AMERICAN SCHOOL BOARD JOURNAL, Milwaukee, Wis.

Gentlemen—We are interested in the items as checked above. If you will place us in touch promptly with manufacturers you will be of help to

Signed

City.....

Official

Title.....

Bids

Want.....

192..

Additional Wants

HANDWRITING IS LEARNED IN SCHOOL

—and whether it be good handwriting or otherwise depends somewhat on the lead pencil used.

The best results can be looked for with a pencil like

DIXON "TI-CON-DER-OGA"

Its lead is a guarantee of good handwriting.

JOSEPH DIXON CRUCIBLE COMPANY

Pencil Dept. 31 J.

Jersey City, N. J.



NATIONAL DUSTLESS CRAYONS

are truly
Crayons of Character



Free of grit from tip to tip NATIONAL CRAYONS respond perfectly to every stroke.

Being uniform in strength, every piece of NATIONAL CRAYON will withstand a firm grip of the fingers without danger of breaking or crumbling.

The dustless feature, combined with uniformity in all other respects, makes NATIONAL the ideal crayon for the classroom.

Your regular school supply dealer
can serve you. If not, write direct.



THE NATIONAL CRAYON CO.
West Chester

Pa.



THE APSCO LINE



YOUR PUPILS WILL USE THIS EQUIPMENT EVERY DAY

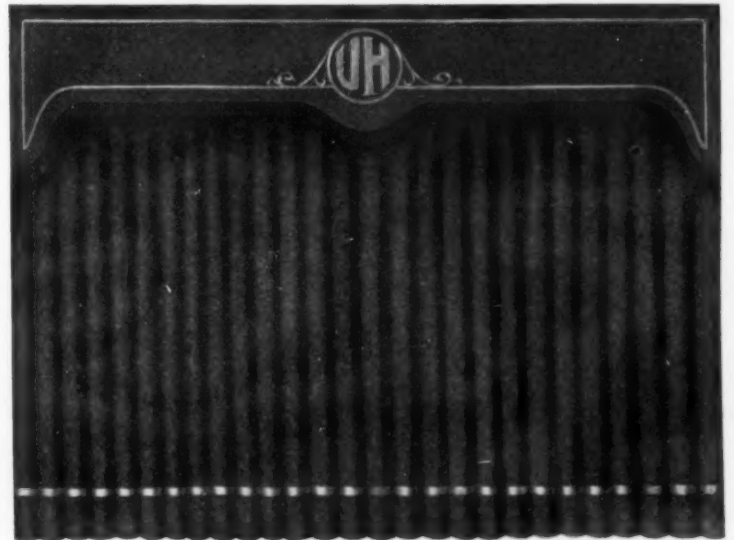
Give the pupils of your school this equipment which is needed and used every day—they need efficient, keen, ever-ready, sharp-pointed pencils that their thoughts and knowledge may be easily and neatly expressed. With an Apsco Pencil Sharpener installed in every classroom pupils are assured of these perfect writing tools.

THE APSCO LINE of Pencil Sharpeners

consists of eleven different models at a wide range of prices, one of which will be found particularly adapted to your schools. The Wizard, illustrated above, is one of the three all-steel Apsco models. School boards throughout the country are standardizing on some model of the Apsco Line. There is a reason. Send for our attractive catalog, illustrating and describing the Apsco Line of Pencil Sharpeners.

AUTOMATIC PENCIL SHARPENER CO.
1309 Garland Building, Chicago.

*Apsco Pencil Sharpeners are on display and for sale by leading
School Supply Dealers and Stationers.*



Jackson Proscenium Curtain No. 26

Beautiful - Practical - Economical

The stage curtain is the most conspicuous object in the school auditorium. In beauty of fabric and finish our proscenium curtains satisfy the most exacting observer, and their correct construction assures perfect operation.

A. P. JACKSON CORPORATION
HERKIMER, N. Y.

Where "the overhead is low."

Dudley

KEYLESS COMBINATION LOCK

More than half million students use Dudley locks today.

In over 500 institutions, theft, keys, and locker worries have been eliminated.

A guaranteed lock, built like a safe, with 64,000 combinations.

You will take a long step toward raising your locker system to a higher standard of efficiency by installing the Dudley.



Write for Free Inspection Lock

Write today for a Dudley Lock for free inspection—the only lock that cannot be picked or forced. Get the full details and our special low price to institutions.

TRIPLE METALS CORPORATION, Dept. 16, Waukegan, Illinois.

MASTER CHART DUDLEY KEYLESS COMBINATION LOCKS

NAME	Lock No	Right	Left	Right
Alma	05252	24	11	24
Anna	05253	10	10	24
Anna	07125	8	20	21
Anna	09420	10	23	41
Anna	04217	9	13	7
Anna	05143	8	22	17
Anna	07317	21	3	0
Anna	07109	4	9	26
Anna	09378	17	5	20
Anna	08123	21	12	16
Anna	04672	16	6	10
Anna	05317	3	7	11
Anna	04122	12	6	23
Anna	08618	7	18	23
Anna	04285	11	26	4
Anna	05316	7	13	29
Anna	07032	23	7	17
Anna	03177	14	12	3
Anna	08816	6	21	11
Anna	07792	2	9	24
Anna	163			

FREE

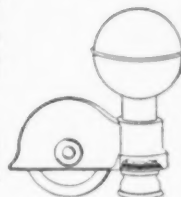
Master Chart Service

We furnish a Master Chart with every order. This identifies each lock, shows its combination and the student, making it possible to issue any quantity of locks and keep an accurate check, in the shortest possible time.

XOXCO Steel Tubular Flag Staff

Equipped with deep recessed steel couplings and XOXCO Ball Bearing Halyard Carrier, so that flag flies free, instead of wrapping around Flag Staff.

Can be furnished in any height. Write for prices and information how to erect.



N. O. Nelson Mfg. Co.

St. Louis, Mo.

Branches

Los Angeles, Calif.
Pueblo, Colo.
Salt Lake City, Utah

Memphis, Tenn.
Houston, Tex.
Birmingham, Ala.

Davenport, Iowa
Little Rock, Ark.
Dallas, Tex.

Factories

Edwardsville, Ill.

Noblesville, Ind.

Bessemer, Ala.

Our Own Designers

who have had years of successful experience in producing correct and Artistic Stage Settings are capable of designing and producing the choicest of front Drop Curtains and special Scenery.

Up to the minute Velour Curtains, Special Fabric Cycloramas and Olios
Stage Lighting and Stage Accessories

KANSAS CITY SCENIC CO.

Since 1889

Kansas City, Mo.

PITMAN BOOKS

Writing and Illuminating and Lettering. 512 pp. 227 illustrations and diagrams by the Author and NOEL ROOKE. 8 pp. of examples in red and black. 24 pp. of collotype reproductions. \$2.50. Twelfth Edition. By EDWARD JOHNSTON.

"... This book belongs to that extremely rare class in which every line bears the impress of complete mastery of the subject."—*The Athenaeum*.

Dress Design. An Account of Costume for Artists and Dressmakers. A Handbook on Historic Costume from early times, containing over 600 figures, 35 collotype reproductions for 100 specimens of Genuine Dresses, besides 80 Scaled Patterns, taken from Antique Apparel, together with over 400 illustrations of Headdress and Footwear. \$3.75. By TALBOT HUGHES.

"A most important and practical book for all interested in the designing of dresses and costumes."—*Jewish Tribune* (New York).

Embroidery and Pattern Design. (Just out). 8 1/2 x 6 1/2 inches, 166 pages, 48 illustrations, cloth, \$2.25. By Miss H.

FOWLER AND G. F. CRAGGS.

This book is the result of several years' co-operation in artistic embroidery between an embroidery mistress and an art master, which, it is suggested, provides an ideal basis for such a work.

Practical Millinery. By FLORENCE ANSLAW.—A practical manual for milliners and teachers. 220 pp., and 200 illustrations. Adopted by the N. Y. Board of Education. \$3.00.

Woodcarving, the Handicraft of. With 27 half-tone illustrations and 49 diagrams, cloth, \$1.50. By JAMES JACKSON. Not merely a reference book showing how the student may avoid difficulties, but explaining how he may master them.

Clay Modeling for Infants. 128 pp., 80 practical and suggestive illustrations, cloth, 75c. By F. H. BROWN, A. R. C. A. "This is a book of a variety of models beautifully illustrated with adequate suggestions, and is an admirable guide to the teacher."—*Journal of Education* (Boston).

ISAAC PITMAN & SONS, 2 West 45th Street, New York City

Forty-two States now use —



LARGEST LUMBER CENTER
IN U.S.A.

SEND FOR
COMPLETE
CATALOGUE

AMERICAN PORTABLE SCHOOLS

"They provide the essentials of a permanent school in new districts until your permanent building plan can be determined and the time comes when a large expenditure is justified."

American Portable House Co.,

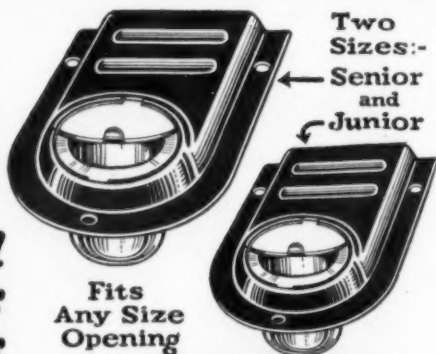
601-611 Alaska Street,
Est. 1898 Seattle, Wash.

The **U S**
INKWELL

The Standard
in America's
Best Schools

U. S. Inkwells fit any school desk. Quickly installed with three desk tacks. Tight-fitting lids prevent evaporation—cannot rattle or click. Reduce upkeep expense. Cost less in first place. Sold direct or through supply houses. Write for samples and prices.

U. S. INKWELL COMPANY
410 S. W. 9th St., DES MOINES, IOWA.



Two
Sizes:—
Senior
and
Junior

Fits
Any Size
Opening

FREE

Desk Inkwell for office
and library use.

We will mail to any interested school official, a neat double-well stand on request.

The
DUO-ART

Serves the School

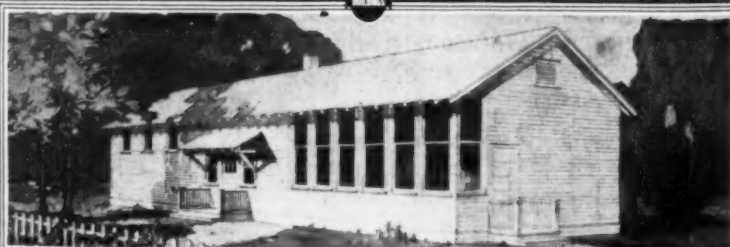


THE AEOLIAN COMPANY

Aeolian Hall

New York

TOGAN SCHOOLHOUSES



Always in stock ready for immediate shipments. Quickly erected. Designed to meet all state code educational requirements.

Catalog showing many designs sent on request.

TOGAN-STILES

Grand Rapids, Mich.

ENGRAVING CRAFTSMANSHIP



"YOUR STORY IN PICTURE LEAVES NOTHING UNTOLD"

Paramount in designing and engraving are workmanship and service at conservative prices. Premier Craftsmanship assures you of these together with complete satisfaction.

PREMIER ENGRAVING CO.

DESIGNERS  ENGRAVERS
MILWAUKEE 814 WINNEBAGO STREET WISCONSIN

BULL DOG Bunting Flags for Schools



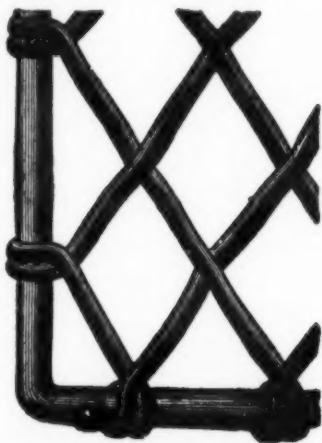
BEST BY TEST

Specified and used by U. S. Government and School Boards. Sold by Reliable Dealers.

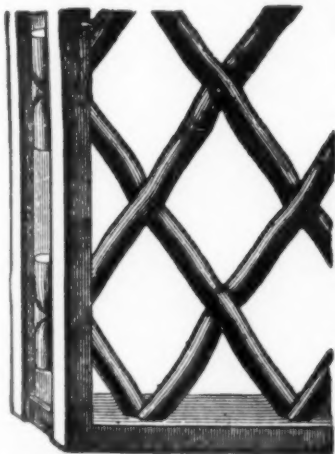
JOHN C. DETTRA & CO., Inc.
OAKS MONT. CO. PENNA.

BADGER WIRE WINDOW GUARDS

Installed in your school means—permanent protection against breakage of school windows and because of their rigid construction—real economy.



**BUY WIRE WINDOW GUARDS
INSTEAD OF
WINDOW GLASS**



BADGER WIRE WINDOW GUARDS are made to order in any size or shape to fit the window. The illustrations show the BADGER WIRE WINDOW GUARDS with Round and Channel frames. They are easily installed.

*Order through your
School Supply Jobber.*

**BADGER WIRE
AND IRON WORKS**

Cleveland and 25th Aves.
MILWAUKEE, WIS.

PRINTING SERVICE

TO SCHOOLS

The Cannon Printing Co. is an organization with the knowledge, equipment and experience to render efficient, reliable and satisfactory service to schools.

Quality in set up and printing of Stationery, Forms and Blanks, Accounting Forms, Reports, High School Year Books, Bulletins and School Papers assured, together with prompt delivery at moderate prices. Consider these factors when ordering printing.

Consult with us about your school printing needs and ask for estimates. This service does not place you under any obligation.

CANNON PRINTING COMPANY

131-133-135 Michigan St.,

Milwaukee, Wis.

THE IMPROVED "CLICK SYSTEM" "MASTER SPECIAL" KEYLESS PADLOCK

An achievement in Economy and Utility. Made up special for Lockers and Boxes, in any degree of security required.



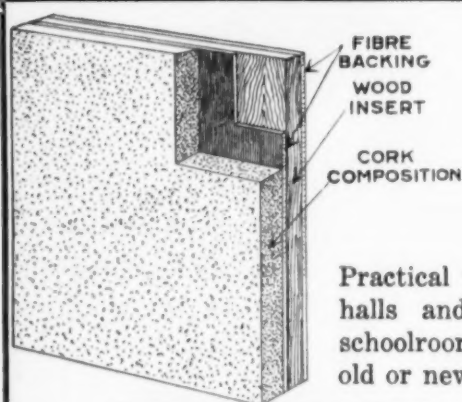
Cut about 1/2 actual size.

Sample and Special proposition to Operating School Officials, on request

The intense popularity of this padlock for School installations is due to its exceptional service features—economy, durability, efficiency and convenience. It is operable in the dark as readily as in the light—a feature essential to successful performance on lockers. Developed through years of intensive study of the special requirements of locker systems in schools.

Installations of "Click System" padlocks ranging from 50 to over 30,000 are achieving real Service—usually paying small initial cost in saving on lost keys. Buy experience and service—it's cheaper.

THE J. B. MILLER KEYLESS LOCK CO.
KENT, OHIO, U. S. A.



"STANDARD" CORK Bulletin Board THE BEST BY ANY TEST

Practical for display purposes in halls and over blackboards in schoolrooms. Easily installed in old or new buildings.

USEFUL, ATTRACTIVE and PERMANENT
We Manufacture All Sizes. Write for Sample.
STANDARD BLACKBOARD CO.

Cor. Second and Walnut Sts.

ST. LOUIS, MO.



Allen Adjustable Window Shade Holder and Allen's Famous Canvas Duck Shades also Shades of All Kinds

Special for Pivoted Sash. The Shade which works with the window open or closed, giving perfect control of light and ventilation.

The Allen Shade Holder is not the cheapest on the market but for the price asked it cannot be equaled. We have been putting them in school buildings for the past 20 years. They are used all over the United States and Canada.



Manufactured by

Allen Shade Holder Co., Inc.
116 Washington St. Boston, Mass.

THE ARMSTRONG COMPANY SECTIONAL SCHOOL BUILDINGS

OUR PLANS
APPROVED
BY YOUR
SCHOOL BOARD



AND MEET EVERY
REQUIREMENT
OF YOUR
BUILDING CODE

The ARMSTRONG SECTIONAL SCHOOL BUILDINGS are complete in every detail, having double floors, double side walls and ceilings. With every modern convenience makes them the best Portable School Buildings on the market today. With the perfect lighting and ventilation, they are without equal. Our buildings can be taken down and moved to another location without mutilating in the least any of the parts. We can prove it. If you write us what you desire, we will send you full details. We are specialists in Sectional School construction.

THE ARMSTRONG COMPANY, P. O., 401, ITHACA, NEW YORK

IDEAL BOOK COVERS



The School Boards will find this series of Book Covers the cheapest and most durable one-piece cover on the market today.

SAMPLES SENT ON APPLICATION

PECKHAM LITTLE & CO.

School and College Supplies

57-59 East 11th Street

New York, N. Y.

CLASSIFIED WANTS

The rate for Classified Advertisements is 10 cents per word per insertion, payable in advance. Forms close the 15th preceding the date of issue.

WANTED

Will pay \$3.00 for complete volumes of the AMERICAN SCHOOL BOARD JOURNAL for the years 1913-1914-1915-1919-1920-1921. All copies must be in good condition. Address Subscription Department, AMERICAN SCHOOL BOARD JOURNAL, Milwaukee, Wisconsin.

TEACHER AGENCY

WRITE or WIRE needs for teachers. One or two Records of suitable teachers will be sent you by us. No promiscuous application. Acme Teachers' Agency, 702 Healey Bldg., Atlanta, Ga.

PICTURES

The Copley Prints for school walls have highest endorsements. See Illustrated Catalogue. (Mention this Journal.) Curtis & Cameron, 14 Harcourt St., Boston.

BOOKS

Elmer John Ortman, Ph. D. Teacher Councils. The organized means for securing the cooperation of all workers in school systems. Cloth. 92 pages. \$1.25 prepaid. Author, 807 Walker Avenue, Memphis, Tennessee.

CAPS AND GOWNS

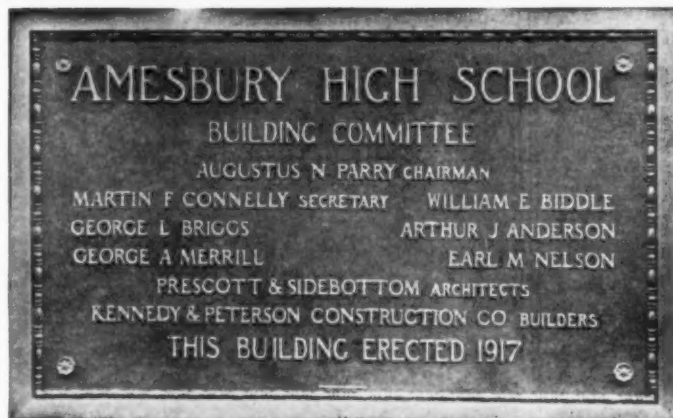
We have a new stock of High School and Collegiate caps and gowns. Information Upon Request. The Wingate Co., 548 Fifth St., Des Moines, Iowa.

SILICATE VENEER PLATE
BLACK BOARD

Why don't you purchase the best goods for your school? Our revolving blackboards and roll blackboards have been in constant use in all the Public Schools in New York, and the principal cities for thirty-six years, which is a sufficient guarantee. Send for our illustrated catalog and discount sheet and compare prices with other manufacturers.

N. Y. Silicate Book Slate Co.

20-22-24 Vesey Street
NEW YORK



HONOR ROLLS—MEMORIAL TABLETS—IN BRONZE

MODELED, CAST AND FINISHED BY

ALBERT RUSSELL AND SONS CO.

125 MERRIMACK ST.

NEWBURYPORT, MASS.

TEACHER AGENCIES

LARGEST TEACHER PLACEMENT WORK IN THE U. S.

Under One Management—Direction of E. E. Olp,
28 E. Jackson Blvd., Chicago.

FISK TEACHERS AGENCY, 28 E. Jackson Blvd., Chicago. Affiliated offices in principal cities.

AMERICAN COLLEGE BUREAU, Chicago Temple, Chicago; 1254 Amsterdam Ave., New York. College and university work only.

NATIONAL TEACHERS AGENCY, Southern Bldg., Washington; Security Bldg., Evanston, Ill. Several affiliated offices.

EDUCATION SERVICE, 1254 Amsterdam Ave., New York; 19 So. La Salle St., Chicago. Operates on a cost basis. It has special facilities for supplying teachers in every department of public school work; also, business managers and purchasing agents, registrars, private secretaries, librarians, cafeteria directors, and trained nurses. Its work includes executive positions—superintendents, principals, and supervisors of all kinds.

If you attend the meeting of the Department of Superintendence in Cincinnati, Feb. 22-26, come to see us at our Booth, No. 104.

WRITE TO HEADQUARTERS



Wm. Ruffer, Ph.D., Mgr.

BRANCH OFFICES:

Portland, Ore., N. W. Bank Bldg.
Minneapolis, Minn., Lumber Ex.
Kansas City, Mo., Rialto, Bldg.

FISK

Associated Fisk Agencies
in Principal Cities.

TEACHERS' AGENCY

1020 McGEE ST.

KANSAS CITY, MO,

J. A. DEVLIN, MANAGER



Three Classes of Teachers Who Should Enroll in Our Agency

- 1—Those who desire a better locality.
- 2—Those who want a better salary.
- 3—Those who possess average or more than average ability. Write Manager E. A. Freeman for booklet.

EDUCATIONAL SERVICE BUREAU
Handicraft Bldg., 89 So. Tenth St.
Minneapolis, Minnesota

Southern Teachers' Agency

COLUMBIA, S. C.
CHATTANOOGA, TENN.
RICHMOND, VA.
LOUISVILLE, KY.

Continuous registration in four offices.

No advance fees.

Covers Middle Atlantic, South
and Middle West

TEACHERS WANTED

For Schools and Colleges—Every day of the year
NATIONAL TEACHERS AGENCY, INC.

D. H. COOK, Gen. Mgr. HOME OFFICE—Philadelphia, Pa.

—BRANCH OFFICES—

Pittsburgh, Pa.; Indianapolis, Ind.; Syracuse, N. Y.; Northampton, Mass.
No charge to employers—No charge to candidates till elected.
Positions waiting—correspondence confidential.

CENTRAL EDUCATIONAL BUREAU

Metropolitan Bldg. St. Louis, Mo.

Furnishes schools and colleges with teachers for all departments.
Large registration. Prompt dependable service.

Albany Teachers' Agency, Inc.

74 CHAPEL STREET, ALBANY, N. Y.

Provides Schools and Colleges with Competent Teachers.
Assists Teachers in Securing Positions.

WILLARD N. ANDREWS, President

F. WAYLAND BAILEY, Secretary

SOUTHWESTERN EDUCATIONAL EXCHANGE

Chas. E. McClure, Manager
ALBUQUERQUE, NEW MEXICO.

We have worked for twelve years in the Southwest. We need for 1925-26, registrations of Superintendents, Principals and trained teachers of special subjects. Our Agency works.

PARKER

Twenty-two Years of Real Service
to School Boards

TEACHERS' AGENCY

14 South Carroll Street
MADISON, WISCONSIN

Some of the very best teachers of the land are found in the territory covered by the
OHIO VALLEY TEACHERS' AGENCY,

A. J. JOLLY, Mgr.

Mentor, Ky.

412 Sycamore St., Cincinnati, O.

We Specialize in Brains

Character, Personality, Teaching Power and Service. By advertising more widely than any other Agency, and by visiting State and District meetings, schools and colleges, from Dakota and Minnesota to Texas and Oklahoma, we have built up the largest SELECT LIST of LIVE teachers ever assembled. Our tenth year of recommending only when asked to do so by employers. Owing to our professional standards most of the Higher Institutions as well as the best Secondary schools in forty-four States and three foreign countries used our service the past season. Fifteen hundred square feet of office space, with every known equipment for doing efficient work, INCLUDING A FINDEX BUILT TO ORDER, enables us to fill vacancies from Kindergarten to University with teachers who have been tested, investigated, and, in many cases personally interviewed by our representatives direct.

A Distinct Service for Educators Who Appreciate Ethical Standards.

THE WESTERN REFERENCE & BOND ASSOCIATION

Department of Education, 499 Gates Bldg.
KANSAS CITY, MO.

COLLEGE GRADUATES recommended exclusively

—except in vocational fields. No elementary school positions. Any subject from high school up. Leading bureau for teachers of Commercial, Industrial, and Physical Education. 24th year. Covers all states. Tell us your needs.

SPECIALISTS' EDUCATIONAL BUREAU

ROBERT A. GRANT, Pres.
Odeon Bldg., St. Louis, Mo.



The Westminster Teachers' Bureau specializes in securing Christian teachers, officers and helpers for schools, colleges and universities—private, public and denominational—and in assisting trained, Christian teachers and other workers to larger fields of service. Write today for information to

Henry H. Sweets, Manager, 410 Urban Building, Louisville, Ky.

Schermerhorn Teachers' Agency

Established 1855

CHARLES W. MULFORD, Prop.

366 Fifth Ave., between 34th and 35th Streets, NEW YORK

Branch Offices: 1836 Euclid Ave., Cleveland, Ohio.

406 Union Trust Bldg., Pittsburgh, Pa.
A Superior Agency for Superior People. We Register Only Reliable Candidates.
Services Free to School Officials.



We place teachers in leading schools and colleges of many states. Free enrollment. No charge to school officials for attention given to vacancies. No branch offices.

THE H. D. YATES TEACHERS' BUREAU,

728-30 Stahlman Building,

Nashville, Tenn.

"THE AGENCY OF QUICK SERVICE AND EFFICIENCY"

WESTERN TEACHERS' EXCHANGE

DENVER, COLORADO Gas & Electric Building CHICAGO, ILLINOIS Peoples Gas Building MINNEAPOLIS, MINNESOTA The Plymouth Building PACIFIC DIVISION Address Denver Office

We Render Efficient Service to School Boards and Teachers
The Only Agency That Maintains Educational Men Constantly in the Field

The Pratt Teachers' Agency

No. 70 FIFTH AVENUE, NEW YORK

Receives calls at all seasons for college and normal graduates, specialists, and other teachers in colleges, public and private schools, in all parts of the country. Advises parents about schools.

WM. O. PRATT, Manager

The Supreme Court of California announced on Feb. 26, 1924, the unanimous decision that the law limiting the amount of commission was absolutely unconstitutional.

E. C. BOYNTON

BOYNTON TEACHERS' AGENCY OF LOS ANGELES—Est. 1888

517 Brockman Building

Trinity 3064

Los Angeles, California

THE J. M. HAHN TEACHERS AGENCY

Serves all Educational Institutions, Public and Private—Elementary, Secondary, Normal Schools, Colleges and Universities. Territory—Westernmost Twelve States, Alaska, the Orient and Spanish America.

J. M. HAHN and Blanche Tucker, Mgrs.

Rooms 35-38

2161 Shattuck Ave., Berkeley, Calif.

ALBERT

TEACHERS' AGENCY

25 E. Jackson Boulevard,

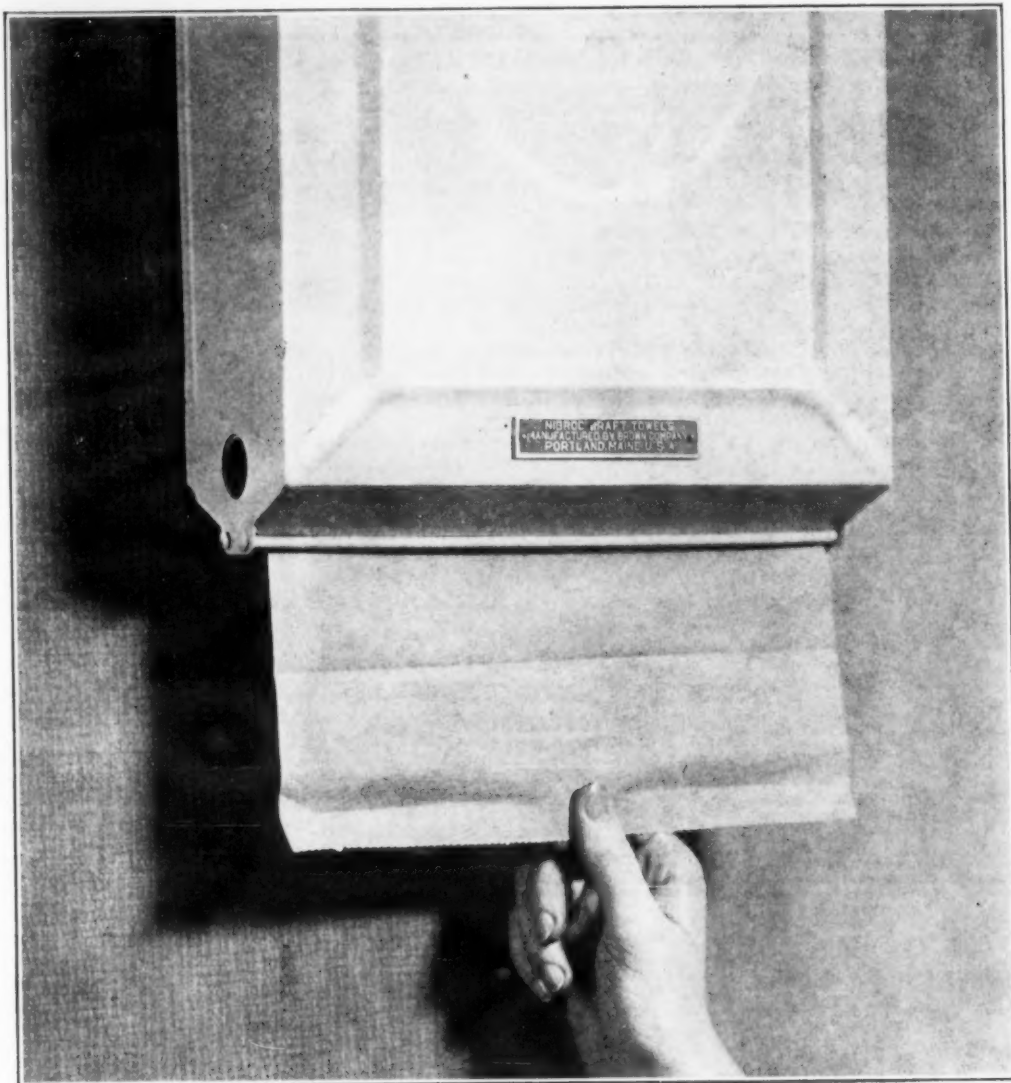
Chicago, Illinois

Established 1885—Still under same active management. Best Schools and Colleges permanent clients. Best qualified men and women on our available list. Prompt service. Other Offices—New York, Denver, Spokane.

***T**His convenient cabinet keeps Nibroc Towels clean and dust-free, and serves them singly.*

Easy to fill—

Merely open front, which is hinged at bottom. Slip the package of 250 towels into place. Draw out wrapper. Lock cabinet. That's all.



Nibroc—a paper towel that seems made for school children

If the Nibroc Towel were made especially to your order, it could not be better suited to school use.

The Nibroc fibre is highly absorbent—takes up the last drop of moisture. It doesn't lint—doesn't tear easily—doesn't get soggy. You can wipe hands and face vigorously with a Nibroc Towel. It is agreeable to use, and leaves a pleasant feeling that encourages children to be clean.

The Nibroc Towel doesn't roughen the hands.

It means a fresh, clean towel for every child. Used once, then thrown

away, it doesn't spread colds through the class, as a common towel is apt to. It is economical, too. The Nibroc Cabinet serves one at a time, enough to thoroughly dry both face and hands.

You yourself will enjoy using the Nibroc Towel. Let us send you enough samples to make a thorough test in your office or home.

The manufacturers, Brown Company, Portland, Maine, will be pleased to mail to members of School Boards or of any educational institution a sample pack of Nibroc Towels.

School Board Journal

DIRECTORY OF EQUIPMENT AND SUPPLIES

The names given below are those of the leading and most reliable Manufacturers, Publishers and Dealers in the United States. None other can receive a place in this Directory. Everything required in or about a schoolhouse may be secured promptly and at the lowest market price by ordering from these Firms.

AIR CONDITIONING APPARATUS

Air Conditioning & Engineering Co.
American Blower Company
Buckeye Blower Company
Buffalo Forge Company
Nelson Corporation, The Herman
Reed Air Filters, Inc.

AIR FILTERS

Reed Air Filters, Inc.

ASH HOISTS

Gillie & Geoghegan

AUDITORIUM SCENERY

Kansas City Scenic Company

AUDITORIUM SEATING

American Seating Co.
Arlington Seating Company
Derby & Company, Inc., P.
Heywood-Wakefield Co.
Kundt Company, The Theodor
Newton & Holt Company, The
Peabody School Furniture Co.
Progressive Seating Company
Steel Furniture Company

BASEMENT SASH, STEEL

Detroit Steel Products Company

BASEMENT WINDOWS, STEEL

Detroit Steel Products Company

BENCH LEGS

Angle Steel Stool Company

BLACKBOARDS—COMPOSITION

Heaver Products Co., Inc., The

Beckley-Carly Co.

N. Y. Silicate Book Slate Co.

Rowles Co., E. W. A.

Standard Blackboard Company

Weber Costello Co.

BLACKBOARD-SLATE

Keenan Structural Slate Co.

Natural Slate Blackboard Co.

Penna. Structural Slate Co.

BLEACHERS

Circle A Products Corp.

BOILERS

Kewanee Boiler Company

BOOK CASES

Library Bureau

Newton & Holt Company, The

BOOK COVERS

Holten Patent Book Cover Co.

Iroquois Publishing Company

Peckham, Little & Co.

Walraven Book Cover Co., A. T.

BOOK PUBLISHERS

American Book Company

Beckley-Carly Co.

Heath & Co., D. C.

Houghton, Mifflin Co.

Iroquois Publishing Company

Laidlaw Brothers

Little, Brown and Company

Nelson & Company

Pitman & Sons, Isaac

World Book Company

BRUSHES

Bermes Company, Daniel

Palmer Company, The

Robertson Products Co., Theo. B.

BUILDING MATERIALS

Asbestos Buildings Company

Duriron Co., Inc., The

Indiana Limestone Quarries' Assn.

Milwaukee Corrugating Company

Structural Slate Company

Trucon Steel Company

CAFETERIA EQUIPMENT

Angle Steel Stool Company

Dougherty & Sons, Inc., W. F.

Pick & Company, Albert

Sani Products Co., The

Standard Gas Equipment Corp.

Van Range Co., John

CHAIRS—FOLDING

Angle Steel Stool Company

Derby & Company, Inc., P.

Maple City Stamping Company

CHARTS

Nystrom & Company, A. J.

CHEMICALS

Chicago Apparatus Co.

CLOCKS—PROGRAM

Hansen Manufacturing Company

International Time Recording Company

Landis Eng. & Mfg. Co.

Standard Electric Time Co.

CLOCKS—WALL

Nacare Co. Corporation

COOKING APPARATUS

Dougherty & Sons, Inc., W. F.

CRAYONS

American Crayon Co.

Binner & Smith

National Crayon Co.

Peckham, Little & Co.

Rowles Co., E. W. A.

Weber Costello Co.

CRAYON TROUGHS

Duffield Manufacturing Co.

DEAFENING QUILT

Cabot, Inc., Samuel

DESKS

Welfare, Inc.

DISHWASHERS

Colt's Patent Fire Arms Mfg. Co.

DISINFECTANTS

Bermes Company, Daniel

Palmer Company, The

Robertson Products Co., Theo. B.

DISPLAY CABINETS

Shewana Cabinet Works

DISPLAY RAILS

MacQuarrie, A. E.

DOMESTIC SCIENCE EQUIPMENT

A. B. Stove Company

Christiansen, C.

Dougherty & Sons, Inc., W. F.

Freepont Gas Machine Co., Inc.

Kewanee Mfg. Company

Newton & Holt Company, The

Peterson & Co., Leonard

Pick & Co., Albert

Sheldon & Co., E. H.

Standard Gas Equipment Corp.

Van Range Co., John

DOOR CHECKS

Norton Door Closer Co.

Sargent & Company

DOORS, STEEL-FIREPROOF

Detroit Steel Products Company

DRAFTING ROOM FURNITURE

Angle Steel Stool Company

Christiansen, C.

Economy Drawing Table & Mfg. Co.

Kewanee Mfg. Company

Sheldon & Co., E. H.

DRINKING FOUNTAINS

Clow & Sons, James B.

Murdock Mfg. & Supply Co., The

Nelson Mfg. Company, N. O.

Puro Sanitary Drink, Fountain Co.

Rundle-Spence Mfg. Company

Taylor Company, Hasley W.

ERASERS

Palmer Company, The

Rowles Company, E. W. A.

Weber Costello Co.

ERASER CLEANERS

Weber Costello Company

FENCES

American Fence Construction Company

Anchor Post Iron Works

Cyclone Fence Co.

Page Fence & Wire Prod. Assn.

Stewart Iron Works Company, The

FILING CABINETS

Library Bureau

Newton & Holt Company, The

FIRE ESCAPES

Dow Company, The

Potter Manufacturing Corp.

Standard Conveyor Company

FIRE EXIT LATCHES

Sargent & Company

Steffens-Amberg Company

Vonmunt Hardware Co.

FIRE PROOF DOORS

Dahlstrom Metallic Door Co.

FIREPROOFING MATERIALS

Asbestos Buildings Company

Milwaukee Corrugating Company

FLAGS

Annin & Co.

Dettra & Co., Inc., John C.

FLAG POLES

Newark Steel Post Company

Nelson Mfg. Co., N. O.

FLOOR COVERING

Bonded Floors Co., Inc.

Heywood-Wakefield Co.

Marbleloid Company

FLOORING—COMPOSITION

Bonded Floors Co., Inc.

Duraflex Company, The

Marbleloid Company

Rubberstone Corporation

FLOORING—MASTIC

Moulding Brick Company, Thos.

FLOOR TILE

Norton Company

FLUSH VALVES

Clow & Sons, James B.

Haas Company, Philip

FOLDING PARTITIONS

Wilson Corp., Jas. G.

FURNITURE

American Seating Co.

Angle Steel Stool Company

Arlington Seating Company

Beckley-Carly Co.

Columbia School Supply Company

Conrades Mfg. Company

Derby & Company, Inc., P.

Detroit School Equipment Co.

Economy Drawing Table & Mfg. Co.

Heywood-Wakefield Co.

Gunn Furniture Company

Inner Braced Sales Company

Kundt Company, The Theodor

Library Bureau

Maple City Stamping Company

National School Equipment Company

Newton & Holt Company, The

Peabody School Furniture Co.

Progressive Seating Company

Readboro Chair Company

Rowles Co., E. W. A.

Scientific Seating, Inc.

Steel Furniture Company

Standard School Equipment Co.

Thonet Brothers, Inc.

Union School Furnishing Company

Welfare, Inc.

GAS MACHINES

Freepont Gas Machine Co., Inc.

Matthews Gas Machine Co.

GAS STOVES

A. B. Stove Company

GLASS

Manufacturers Glass Company

GLOBES

Nystrom & Co., A. J.

Weber Costello Co.

GLUE

Higgins & Company, Charles M.

GYMNASIUM APPARATUS

Chicago Gymnasium Equipment Co.

Medart Mfg. Co., Fred

Narragansett Machine Company

GYMNASIUM BASKETS

Racine Iron & Wire Works

HEATING SYSTEMS

American Blower Company

American Foundry & Furnace Co.

Bayley Mfg. Company

Buckeye Blower Co.

Buffalo Forge Company

Clow & Sons, James B. ("Gasteam")

Dunham Company, C. A.

Healy-Ruff Company

Nelson Corp., The Herman

Nesbitt, Inc., John J.

Peerless Unit Vent. Co., Inc.

Webster & Co., Warren

HYDRANTS

Murdock Mfg. & Supply Co., The

INK

Commercial Paste Company

Higgins & Company, Charles M.

Rowles Co., E. W. A.

INK WELLS

Jacobus Pneumatic Inkwell Co.

Squires Inkwell Company

U. S. Inkwell Company

JANITORS' SUPPLIES

Bermes Company, Daniel

Dougherty & Sons, Inc., W. F.

Palmer Company, The

Pick & Co., Albert

Robertson Products Co., Theo. B.

Van Range Co., John

LABORATORY FURNITURE

Angle Steel Stool Company

Kewanee Mfg. Company

Newton & Holt Company, The

Peterson & Co., Leonard

Pick & Co., Albert

Sheldon & Co., E. H.

LABORATORY SUPPLIES

Chicago Apparatus Co.

LANTERN SLIDES

Keystone View Company

LATHES

Greenfield Tap & Die Corporation

LIBRARY FURNITURE

Library Bureau

Newton & Holt Company, The

DETTRA & CO., INC., JOHN C.

DeVilbiss Mfg. Company, The

DeVry Corp., The

Dougherty & Sons, Inc., W. F.

Dow Company, The

Draper Shade Co., Luther O.

Dunham Company, C. A.

Durabilt Steel Locker Co.

Duraflex Company, The

Durand Steel Locker Co.

Duriron Co., Inc., The

Economy Draw Table & Mfg. Co.

Eric Art Metal Company

Federal Electric Co., The

Federal Steel Fixture Co.

Filmt & Walling Mfg. Co.

Freepont Gas Machine Co.

Gillie & Geoghegan, The

LOCKS—KEYLESS

Miller Keyless Lock Co., J. B.

Triple Metals Corporation

MAPS

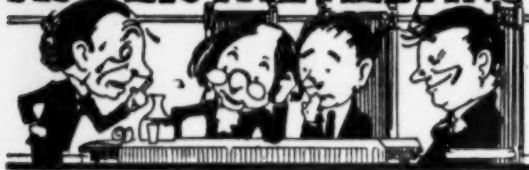
Nystrom & Company, A. J.

Weber Costello Company

MAP RAIL

MacQuarrie, A. E.

AFTER THE MEETING



Scientifically Inaccurate

"What causes the ocean tides?" asked the teacher.

Tommy Tucker, who had not studied the lesson, was at a loss for a reply, whereupon the boy sitting next to him whispered the answer in his ear.

"The moon," said Tommy.

"How does it cause them?" was the next question.

The boy did not appear to know, and Tommy, who was thrown upon his own resources, worked his intellect with all his might.

"Well," he said, "the moon an' the earth is 'tracted towards each other, an' the high places 'tracts each other more'n the low places. When the mountains on the moon an' the mountains on the earth is opposite each other it don't make no difference, 'cause the ground's solid, an' when the water on the moon an' the water on the earth is opposite each other it don't make no difference, 'cause they're both low places, but when the mountains on the moon an' the water on the earth is opposite each other, the mountains kind o' pulls the water, an' it wrinkles itself up like, an' that's what makes it—"

"Thomas, you will remain after school."

Food for Thought

A professor of biology at a large university was notorious for his absent-mindedness. One day he entered his classroom, and, after clearing his throat, said:

"Now, gentlemen, pay particular attention to what I say. I have in this parcel a very fine specimen of a dissected frog."

Slowly he undid the wrappers, and disclosed to view some sandwiches and fruit.

The professor seemed transfixed. "But good gracious, surely I ate my lunch!" he said at last.

The Dizzy Whirl

We commend to the natural philosophers this original view of a common phenomenon. It was found in the examination paper of a youthful scholar who was ambitious of being admitted to the upper class in high school:

"The earth revolves on its own axis three hundred and sixty-five times in twenty-four hours. This rapid motion through space causes its sides to perspire; this moisture is called dew."—Youth's Companion.

Fussy

Teacher: "Now, Patricia, what is a common denominator?"

Patricia: "I don't know, ma'am. If it's common, it doesn't move in our set."—Life.

Teacher: How old were you your last birthday?

Gracie: I haven't had my last birthday yet!—Judge.

Returning the Compliment

A story used to be current among the students in Aberdeen which showed that up to a comparatively recent date ancient prejudices were retained by the old-fashioned Scotch professors. It related to the late Professor Pirie, who had a weakness for the refinements of life.

Just after "at home" cards became fashionable, one of the driest specimens of the old professional regime was surprised to receive a missive which read as follows:

"Principal and Mrs. Pirie present their compliments to Professor T.—and hope he is well. Principal and Mrs. Pirie will be 'at home' on Thursday evening at 8 o'clock."

This was something which evidently required an answer, but the recipient of it was quite equal to the occasion. He wrote:

"Professor T.— returns the compliments of Principal and Mrs. Pirie, and informs them that he is well. Professor T.— is glad to hear that Principal and Mrs. Pirie will be at home on Thursday evening at 8 o'clock. Professor T.— will also be at home."

Shakespeare a Scotsman?

The Scots are as intellectual and capable a race as exists on earth—and they are ready, if pressed, to admit as much. The Sphere tells of a Scottish boy in an English school who when he was asked where Shakespeare was born, promptly replied, "In Scotland, sir."

"What makes you think Shakespeare was a Scotsman?" said the schoolmaster.

"Because of his abeility, sir!" was the reply.

Bound for Cincinnati

The superintendent of Blankville had just informed the station agent that he wanted a Pullman berth.

"Upper or lower?" asked the agent.

"What's the difference?" asked the superintendent.

"A difference of fifty cents in this case," replied the agent. "The lower is higher than the upper. The higher price is for the lower. If you want it lower, you'll have to go higher. We sell the upper lower than the lower. In other words, the higher is lower. Most people don't like the upper although it is lower on account of being higher. When you occupy an upper you have to get up to go to bed and get down when you get up. You can have the lower if you pay higher. The upper is lower than the lower because it is higher. If you are willing to go higher, it will be lower."

"Thank you," said the superintendent; "I think I will stay at home."

The Old Ones Are Best!

A schoolboy in London turned this in as a composition on Christopher Columbus:

Columbus was a man who could make an egg stand on end without crushing it. The King of Spain sent for him and asked him:

"Can you discover America?"

"Yes," Columbus answered, "if you will give me a boat."

He got his boat and sailed in the direction that he believed America was. The sailors mutinied and insisted there was no such place as America, but presently the pilot came to him and said:

"Columbus, land is in sight."

"Well, it's America," Columbus said.

When the boat neared the shore, Columbus saw a group of natives.

"Is this America?" he asked them.

"Yes," they replied.

"I suppose you are Indians?" Columbus went on.

"Yes," the chief answered, "and are you Christopher Columbus?"

"I am."

The Indian chief turned then to his companions and said:

"The jig is up. We are discovered at last."

Really Encouraging

Said the teacher, "I see what you meant, but of course

Your drawing looks more like a cow than a horse."

"Oh, thanks," his fair pupil replied; "anyhow I knew it was good. It was meant for a cow."

The school news in the large and small cities of the country contain many curious, interesting and occasionally humorous items. Problems which involve the human conscience sometimes appear. Thus, on September 13, 1924, the New York World contained the following item:

\$1.11 For Conscience Fund

Secretary of the Board of Education Joseph Miller today acknowledged the receipt of \$1.11 by the Conscience Fund for textbooks stolen ten years ago.

News Item: "To bob or not to bob, that is the question that is perplexing many school teachers torn between a decision whether to brave the wrath of an indignant school board or to fail to follow the dictates of fashion and their own inclination." Perhaps the wives and daughters of school board members escape that wrath!



Papa Knew

Johnny looked up from his play:

"Papa," he asked, "what is the mother tongue?"

"Well, son," said papa, "it is something like pickled tongue, only more vinegary."



The New Atwood Regional-Political Maps. A. J. Nystrom announces the publication of the Atwood regional-political series, arranged for comparative map studies. The series consists of nine display sheets of an average size of 52x55 inches.

The first seven maps show the natural geographic regions of the United States and the six continents. The natural regions are represented in four classes—young, rugged mountains, old, worn-down mountains, uplands and plateaus, and lowlands and interior plains. The treatment of Australia departs from the conventional by including the Far East from Singapore to the Hawaiian Islands.

New political bases of an excellent cartographic character have been constructed for this series. The drainage system is emphasized and cities are represented in five grades of population. A special treatment of the mandated regions is noted. Appended to each regional-political map are four supplementary maps as follows: (1) Relief, (2) rainfall, (3) distribution of population, (4) land utilization.

The eighth and ninth maps of the series are world maps on Van der Grinten's projection. The eighth map shows the temperature regions of the world with ocean currents, summer rainfall with summer winds, and winter rainfall with winter winds of the world. The last of the series presents the world vegetation regions, the occupations of the people of the world with ocean trade routes, and the north and south polar regions—thermal and explorations.

Each major map may be thought of as two maps—regional and political. These, together with the four supplementary maps, make a total of six maps on each plate. The entire series of nine plates contains a total of 49 maps.

This is the first time in map making that six maps have been brought together in one field of view for comparative map studies. This arrangement lends itself admirably to the teaching of geography by the problem method.

Another Milcor Factory Expansion of 100,000 Square Feet. During 1924 the business of the Milwaukee Corrugating Company expanded to such an extent that in spite of the addition of 50,000 sq. ft. of floor space completed late in 1923 and the acquisition of a large Branch Plant at La Crosse, Wis. (formerly occupied by Gund Brewing Co.), another extensive addition is now necessary.

Work has been started on a new 100,000 sq. ft. extension to the Milcor Milwaukee factories. This addition, running 200 feet back from the main plant, two stories high, will be completed within the next 60 days and will be in operation in time to take care of the increased Spring demand.

The Milwaukee Corrugating Company and all its Branches report an exceptionally strong year for 1924, with indications very materially better for 1925.

Open Convenient Chicago Office. An accessible down-town office and display room has been opened in Chicago by the DeVilbiss Mfg. Co. of Toledo, Ohio. This new location is 1006 Republic Bldg., corner of State and Adams Streets.

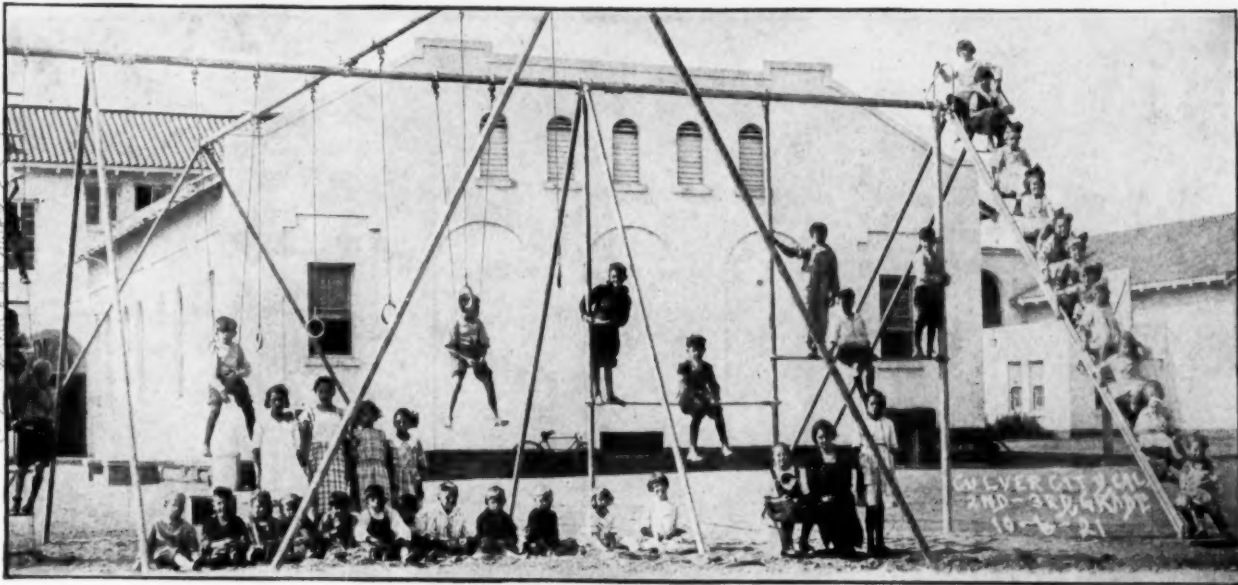
There is featured in these new and commodious quarters a well arranged display showing of DeVilbiss Spray-painting Equipment, as well as a large stock of Spray Guns and other parts making up this equipment.

The DeVilbiss Co. states that at no time has it been so well equipped and situated as now to serve its many customers and friends in the Chicago territory, and gives assurance that a hearty welcome will be accorded all schoolmen and school officials.

TRADE PUBLICATIONS

"Floors That Keep Their Promise." The caption of this paragraph is the significant title of a bulletin just issued by the Thomas Moulding Brick Co., Chicago, New York. The bulletin illustrates typical uses of T-M-B flooring in schools, colleges, hospitals, and other public buildings where floors are subjected to severe usage under adverse conditions.

A complete specification for laying T-M-B flooring has been prepared and is available for the use of purchasing agents or school boards, architects, and building contractors. Copies of the bulletins and of the specifications will be sent on request.



Years of Service

**M
E
D
A
R
T**

You have every right to expect years of satisfactory and economical service from Medart Playground Apparatus. The manufacturer has utilized all the knowledge accumulated in 50 years of experience, to make equipment that is absolutely safe and dependable, that will withstand rough treatment and exposure to the weather and that possesses the features most attractive to the child. Medart Playground Apparatus will be in service long after the children who use it have children of their own. Send for the 40 page Playground Catalog M-5.

Gymnasium Equipment

Medart equipment is found in the finest outfitted gymnasiums throughout the country. The perpetuation of the ideals of Fred Medart, who in 1873 started the manufacture of gymnasium equipment, is responsible for the widespread practice of considering Medart the standard. Complete description of the most modern gymnasium apparatus made will be found in 92-page Catalog L-6. Send for it.

Steel Lockers

Medart steel lockers are generally recognized as the ultimate in refinement and durability. Standard finishes are Olive Green or French Gray—also supplied in grained walnut or mahogany to harmonize with woodwork. All types are available: Single tier (illustrated), double tier, or recessed in wall. Complete descriptions can be found in 40-page Catalog A-2.

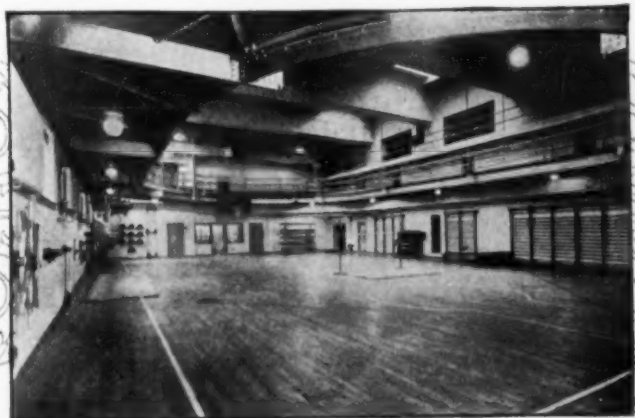
*See Our Exhibit at the Convention, Cincinnati, Feb. 22-26
Booths 86 and 88*

Fred Medart Manufacturing Co.

Potomac and DeKalb Streets,
Chicago

New York

St. Louis, Mo.
San Francisco





*Gayarre School,
Architect, E. A. Christy, New Orleans
Principal, Miss Estelle L. Magendie*

*Washington School,
Architect, E. A. Christy, New Orleans
Principal, Miss Honora C. Dardis*

*Metairie Ridge School,
Architect, W. T. Nolan
Principal, Mr. Grover Vidrine*

*Dibert School,
Architect, E. A. Christy, New Orleans
Principal, Miss Elfrieda Dieck*

New Orleans for instance

MORE schools are being built today than ever before in the history of the country. Cities are striving for the best educational facilities, the most modern equipment that experience can devise and money buy. Appropriations in single cities are mounting to millions of dollars.

International Electric Time Systems have kept pace with the growing demand, the heavier duty and the increasing complexity of school needs.

The best-known Superintendents of schools, and principals, knowing by experience, advise Internationals.

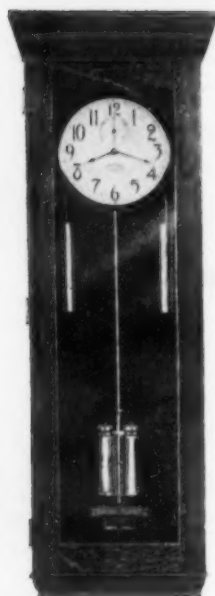
Architects, engineers and builders who are expert in school construction specify Internationals.

New Orleans, for example, has equipped its four splendid new schools with Internationals. All new construction is getting the best by purchasing Internationals.

A practical INTERNATIONAL installation, as pictured below, for many types of school construction, includes a Master Clock, Program Cabinet, and Secondary Clocks wherever needed, of varying types to meet the architectural design. But each system can be extended quickly and economically to meet new demands, new schedules, added duty. International Systems have pioneered and led in their field. They give lasting dependability as well as lasting beauty.

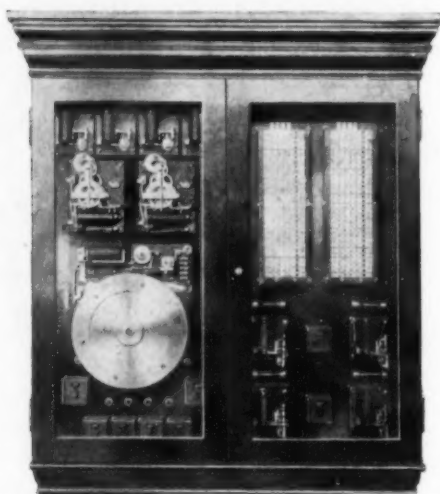
A special department is at the call of school officials, architects, builders and contractors, to co-operate in providing actual specifications and prices for any school job. You can avail yourself of its assistance without obligation.

Write for further information



International "D"
Master Clock. Motor
wound, weight driven,
60 beat mercurial
compensating or brass
bob pendulum.

International Universal Program and
Clock Distribution Cabinet. Highest
grade electrically driven Program and
Clock Control apparatus obtainable.



International
Round Wood Case
Secondary Clock.



International
Round Metal Case
Secondary Clock.



International
Square Wood Case
Secondary Clock.

INTERNATIONAL BUSINESS MACHINES CORPORATION

International Time Recording Co. Division

50 BROAD STREET, NEW YORK, N. Y.

Canada: International Business Machines Co., Ltd.
300 Campbell Avenue,
Toronto, Ont.

Offices in All Principal Cities of the World
Members of the National Association of
Office Appliance Manufacturers

